

ATHLETIC JOURNAL

Vol. XXVII, No. 9

May, 1947



A New Discus Record

James D. Kelly

1947 Basketball Technique

Nelson Nitchman

Some Problems in
Coaching the T Formation

Forrest W. England

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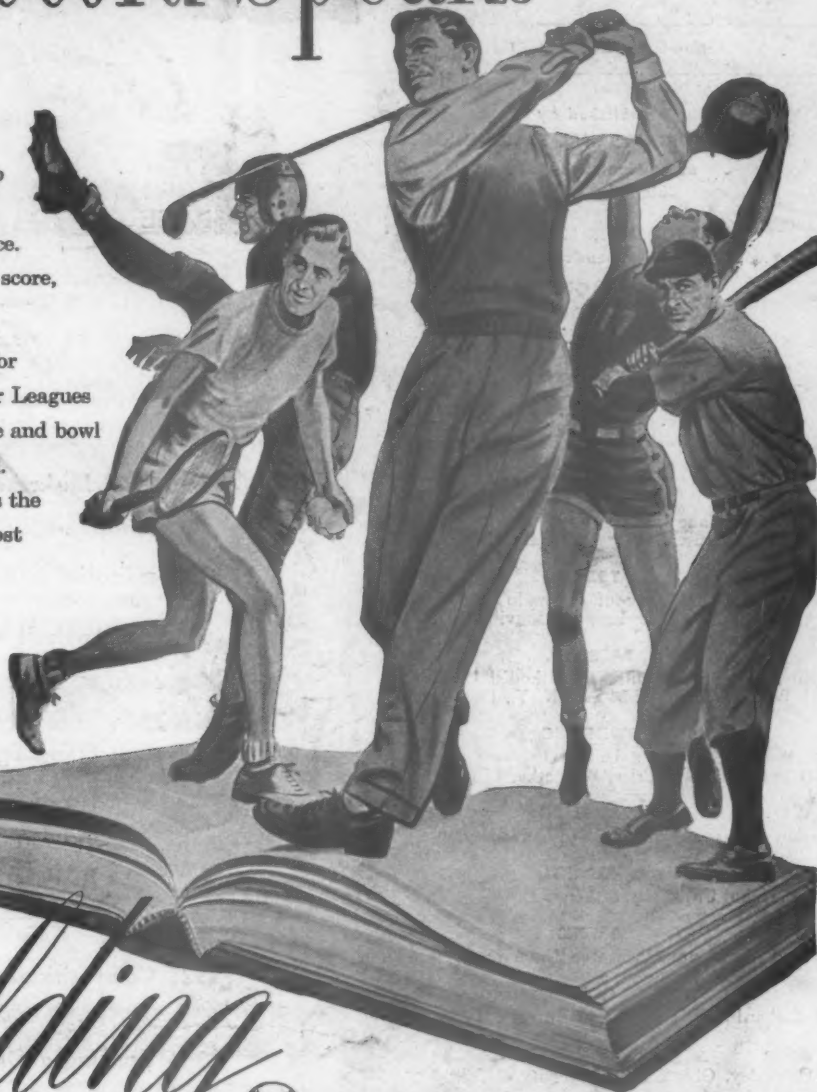
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FRONT COVER ILLUSTRATION

Richard Forrestel, of the University of Michigan, winning the 440 yard dash in a dual meet with the University of California in the time of 49 seconds. George Shepherd, Michigan, second, and Bob Cooper of California, third. Credit Acme.

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To The Editor



More on Track Honor Roll

Sirs:

"I want to write to you concerning your article on, *Track in the High Schools* in the February issue. I think you have done a very outstanding job and hope that it can be continued for many years.

"I have a small correction in your chart of various state outdoor track times. Under the 120-yard high hurdles, you have Wisconsin rated 14.9 seconds, but the height of Wisconsin's high hurdle is only three feet, while most of the other states run a three-foot, three-inch hurdle. You might check other state times for the very same thing.

"If at any time I can help you or the *ATHLETIC JOURNAL* in any way, please feel that you can write to me."

JIM MCFADZEAN

Assistant Track Coach

New Trier Township High School

Winnetka, Illinois

Jim McFadzean should know whereof he speaks having been a hurdler of fame at the University of Wisconsin a few years back. How many other states use a three-foot hurdle for the highs?—Editor.

Sirs:

"In your last issue of the *ATHLETIC JOURNAL*, in which were compiled the state track records, there was a mistake, I believe. This mistake was in not designating Alabama's mile of 4:32.2 as a new state record. I thought a red star was for a new record?

"This is a very small mistake to call attention to, but one of my boys, Billy (Whitey) Overton, broke the record and is keeping a scrapbook of his records. He started out under me four years ago and has lost only two races in high school, running the mile, one-half mile and 440. He graduated last year from Lanier High School, Montgomery, Alabama and entered Auburn. So far, he has run six open distance runs and broken five records.

"Mr. E. A. Thomas of Kansas High School Association is to be congratulated. His chart is very interesting and very valuable.

"I am a great believer in track, both for girls and boys. My boys won second place in Alabama last year. They missed first place by 3¼ points.

"I believe that track is the A-1 sport

for building all sports. It brings out the real man in a boy and gives him grit and determination. Boys, who, heretofore, were thought to be non-athletic material have found themselves by indulging in track.

"Please excuse my breaking in, but wherever track is spoken of I always draw near."

C. C. MOORE, Major A.S.M.

Starke Military School

Montgomery, Alabama

We are glad to receive all corrections on our Track Honor Roll and hope next year to do a more accurate job of collecting this material. A belated credit to miles, Billy Overton.—Editor.

Sirs:

"In your February 1947 issue, I notice in the article on 'Track in High Schools,' pages 26, 28, 29 and 36, the records for various events last year and the 'High School Honor Roll' compiled by Mr. E. A. Thomas of the Kansas High School Association.

"In the honor roll for broad jump, first place is given to Lohr, Clayton, Missouri, with a jump of 22 feet, 9¾ inches. In our county meet held here at South Bend on May 4 Jim Kelley of South Bend set a new county record with a jump of 22 feet, 11 inches. A week later in the state sub-district meet in Centralia he made successive jumps of 22 feet, 5 inches; 22 feet, 7 inches and 22 feet, 9 inches. Jim won the state meet two years in a row also.

"I realize that in gathering data for such an honor roll it is hard to get facts from every section of the country, but I believe that we are entitled to a spot on Mr. Thomas' or any other track honor roll for the 1946 season."

TRUMAN LENTZ

Coach

South Bend Public Schools

South Bend, Washington

Credit to Jim Kelley for his jump of 22 feet, 11 inches. May we remind you track coaches to send any outstanding times or distances for this year to either Mr. Thomas or to us.—Editor.

Body-Contact

Sirs:

"I was quite surprised to see the *ATHLETIC JOURNAL* deviate from its usual course of presenting useful and intelligent articles

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in publishing, *Body Contact Activities in the Post-War Program, No or Yes* by Mr. Antonacci in the January issue. The title of the article is maliciously misleading and infers that Antonacci's data provides a basis for determining the value of body-contact sports in the curriculum.

"The data given prove only one fact, that a higher percentage of men who have had an undetermined amount of high school experience in six selected body-contact activities can execute a forward roll and a dive and a forward roll than men who have not had experience in these sports in high school. On the basis of this startling fact, do you expect a high school superintendent to be seriously influenced to put body-contact sports in the curriculum of his school? Is Mr. Antonacci's conclusion remarkable in view of the fact that approximately one-fifth of the men had tumbling where a forward roll is one of the first things taught and one-third of the men had football where a forward roll is almost universally used in training and conditioning?

"And what about the comparison? We don't know whether the men without experience in body-contact sports had other sports or none at all. Perhaps the most striking fact is the significant improvement of the non-body-contact group on their second trial. Approximately 35 per cent of this group that missed the first attempt were successful the second time as compared with about 21 per cent of the body-contact group. The difference is large enough to indicate that the non-body-contact group learned very quickly and perhaps with a few more trials could come pretty close to the body-contact group. It also indicates that the ability to do a forward roll is a pretty poor criterion of the value of body-contact sports.

"This letter may look like sour grapes but as a graduate student in physical education at the University of Michigan I am very sympathetic to body-contact and other activities and feel that they have much to offer to the development of American youth. But I must protest against fantastic conclusions based on flimsy and superficial evidence which make physical educators look simple in the eyes of other professions. I sincerely trust that the *ATHLETIC JOURNAL* will continue its high level of professional articles and not digress with other pseudo-research articles which show the obvious."

BRUCE L. BENNETT
Graduate Student
University of Michigan

We asked Mr. Antonacci to answer this and his letter follows.—Editor.
Sirs:

"The editorial staff of the *Athletic Journal* should be congratulated on displaying one of our greatest American assets—the printing of all points of view on a controversial subject. Mr. Bennett should equally be commended on having the courage to express his thoughts on the merits of my study on body-contact activity.

"Mr. Bennett assumes that the study was initiated to prove a problem. Such was not the case. He must have overlooked the statement of the purpose of the study—to determine the experience a selected group of Michigan men had had in body-contact activity. The purpose of the study was merely a presentation of data; it was not intended as a profound study of the situation. Since no work has been done to date on this problem, the comparison indicated was made to break the ice and to instigate further work along this line.

"The original title of the article was changed to the one which appeared in the *Athletic Journal* to aid in the stimulation of further study on the subject. Since the study definitely was not made to prove a problem, the title should be challenging enough so that those persons interested in the total development of our youth would initiate further inquiry that might be of value to prove certain points that are involved in body-contact activities.

"Mr. Bennett evidently ignored the fact that the study was made under war-time conditions. The forward roll and the dive and forward roll tests were chosen for two reasons: (1) They are elementary in nature and well known to anyone with experience in body-contact activities; and (2) They were more easily administered in the time limit offered during a military situation. The fact that so many of our fighting men were unable to execute a simple forward roll may or may not have been a startling fact.

"Since Mr. Bennett has initiated a discussion on the merits of body-contact activity, it may be worthwhile to ask ourselves, 'What should our philosophy and objectives be in regard to body-contact participation in the post-war period?' We know that during the war-time period the survival value of physical fitness was uppermost in the minds of our leaders. 'How important are the body-contact activities during peace time?' 'How many serious accidents and even fatalities happen in the home as a result of falls down stairs or off ladders, etc.?' As the study shows and as Mr. Bennett points out, approximately 35 per cent of those who missed on the first attempt succeeded on the second try. But in everyday life, does one get a second attempt at a fall before breaking an arm or a leg?

"The article mentioned twice that this problem is not clearly defined by our educators today. How will this problem be clearly defined tomorrow? However, with the expressed views of individuals concerned with the problem, one worth-while idea may emerge. This, I have reasonable hope, will materialize in the not too distant future."

Pop-Ups or Blow-Ups

Sirs:

"Coach Charles Ghee's new infield fly rule astounds me. Didn't realize until today I've been reading the wrong rules book. Am destroying it immediately. Please send me C.O.D. immediately the West Virginia baseball rules book so I can be up-to-date."

SUNNY ANDERSON
Baseball Coach
Technical High School
San Jose, California

Sirs:

"In reading 'Pop-Ups or Blow-Ups' in the February issue I find the author, Charles E. Ghee, explaining the infield fly rule but doing it incorrectly. He states, 'With a man on first and no one out,' how
(Continued on page 51)



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JOHN T. CORE

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from here and there



LEO BOLES, whose basketball team at Miami Beach, Florida, High School won the state tournament a year ago, and who has a life-time coaching average of over 800 per cent, has resigned to become athletic director and professor of chemistry at Riddle Inter-American College in Coral Gables, Florida. The school will play intercollegiate basketball and baseball next year. In addition to playing all of the Florida colleges next year, the basketball squad will make a trip to New York and Cuba . . . Braintree, Massachusetts, High School has signed Fran Mear, former Springfield College athlete as baseball coach . . . Wilbur Cummins, the former Purdue star, has resigned as basketball coach at Gas City High School to become the head coach at Frankfort, Indiana, High School. While at Gas City his teams won 169 and lost but 39 in ten years . . . Frank Pinkham, who guided Bangor, Maine, to the state basketball title this year has resigned to devote all his time to teaching.

IDAHO University is building a clubhouse for their nine-hole golf course and is in addition building a concrete curbing for their running track . . . Lake Forest College in Lake Forest, Illinois, has plans drawn for a new gymnasium . . . Bill Daddio, former Pitt star, has been appointed head football coach at Allegheny College . . . Al Humphreys decided to devote his time exclusively to being athletic director at Bucknell, and as a result Harry Lawrence, formerly Baltimore City College football coach, has been named head football coach . . . Wisconsin, this year, set new records in receipts, attendance and points scored at the basketball tournaments. The Wisconsin tournament attracted approximately 300,000, and the Bulletin of the Wisconsin Inter-scholastic Athletic Association estimates that Wisconsin schools played 4,800 games during the season and exclusive of the tournament games attracted a total attendance of three million or just slightly under the population of the state . . . WOWO Radio Station of Fort Wayne, Indiana each year awards the Spy Run A. C. Sportsmanship award to a local high school basketball player. This year the recipient was Gordon Stauffer of South Side High. Fifteen minutes before program time, the officials of WOWO sudden-

ly realized in their preparation for the program that Stauffer had not been notified. A hurried call and he arrived at the mike out of breath, without a chance to develop mike fright, just as Hilliard Gates, the announcer, said, "And now we give the award to Gordon Stauffer."

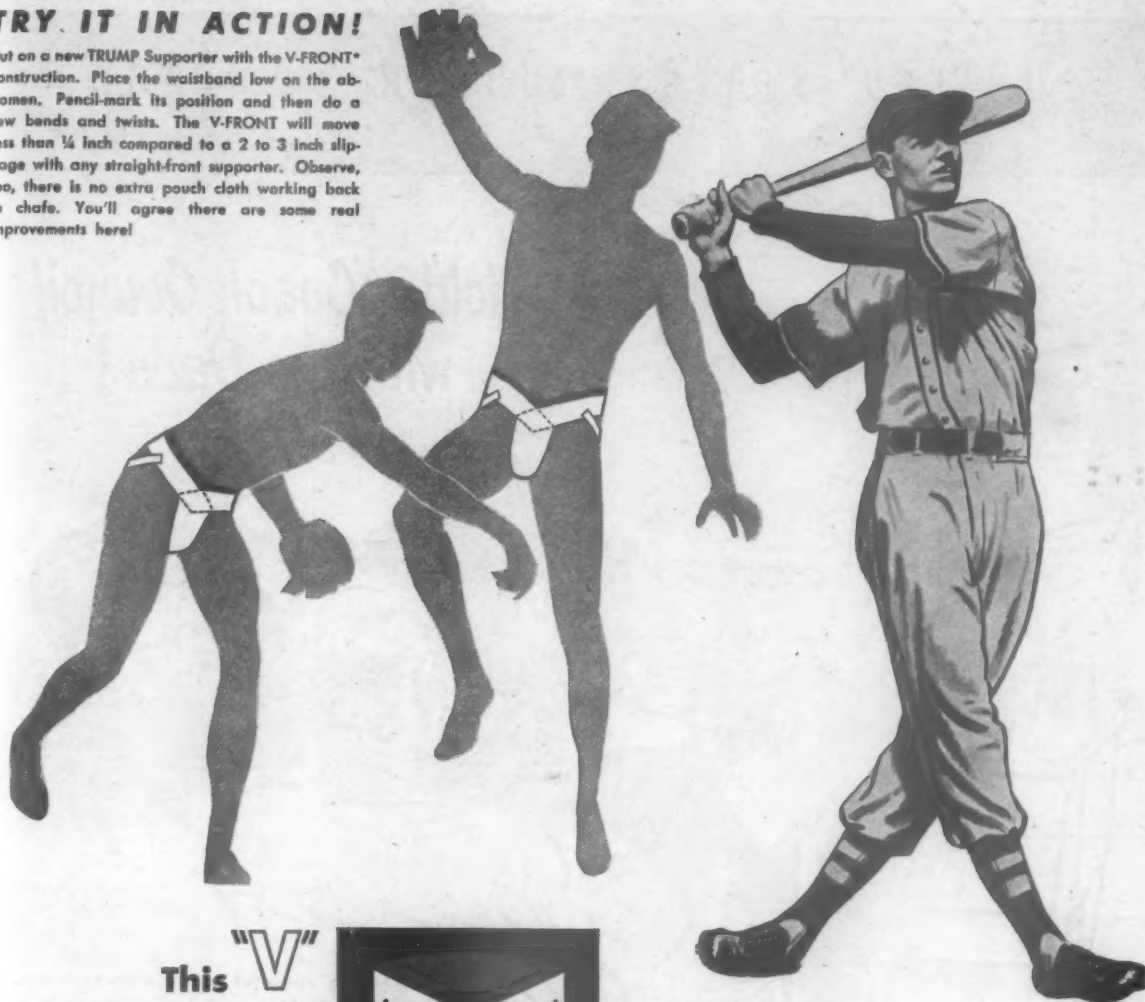
ST. CLAIRSVILLE, Ohio, High School is reviving track this year, being the one hundred and third Ohio State High School to add the sport this year. The track boom in Ohio is extending to the colleges where thirty-five now have the sport, an increase of thirteen over last year . . . Bob Morris, physical education director of the Pawtucket, Rhode Island, schools and recently resigned coach of the Providence Steam Rollers has been named basketball coach at Brown University . . . Two former Great Lakes assistants have taken new coaching positions. Wilbur Eubank, last year backfield coach at Brown is the new head coach at Washington University of St. Louis and Bob Clifford, coach last year at Tarrytown, New York, becomes the new freshman football and basketball coach at Northwestern University . . . Another former high school coach to step into collegiate ranks is Jack Mollenkopf who goes from Waite High School in Toledo to Purdue University . . . Dr. Harold Parker who held the football reins at C. C. N. Y. from 1924-1933 returns to the fold next season . . . Ray Riddick, former end coach at Dartmouth, who recently became head mentor at Lowell, Massachusetts, High School, has selected Jim Manley of Notre Dame and Billy Wilson of Harvard as his assistants.

ED MCKEEVER at San Francisco is building up quite a staff. In addition to Perry Schwartz, former professional player, Frank Szymanski of last year's Notre Dame team, Mike Holovak of Boston College and John Sanchez, San Francisco tackle have been added . . . Earl Lorden, Turners Falls, Massachusetts, High School goes to Massachusetts State College as assistant in football. Since Lorden graduated from the University of New Hampshire, twenty years ago he has won 118 games, lost 38 and tied 27 . . . Neal Harris, basketball coach at Albright College, will organize and coach the 1948 Olympic Basketball Team for Egypt . . .

(Continued on page 53)

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Illustration 1. The thrower starts his preliminary back swing, completely relaxed. 2. His back to the direction of the throw. Note the body has started its rotation to the left before the arm reaches the back swing. 3. The discus has now completed its back swing.

A New Discus Record

By James D. Kelly

Track Coach, University of Minnesota

JAMES D. KELLY went to the University of Minnesota from DePaul University in Chicago in the thirties and since that time has had outstanding success as a track coach. He has produced a number of champions, especially in the shot and discus.

IN MOST of our track and field events, we can trace the records back seventy years as has been done in the high jump, hurdles, pole vault and broad jump in the Athletic Journal the last four years.

Not so with the discus. Contrary to the general opinion, the discus throw is a comparatively new event in American field events. With the exception of the discus and javelin, other field events, such as the shot put and hammer throw were included in the first American championships established in 1876. The discus, however, was not included in the championship programs until 1897 and the size of the circle as used today was not adopted until 1915.

When the modern Olympic Games came into being in 1896, the discus throw was included in the program. Though unknown to the United States athletes, a shot-putter at Princeton, Robert Garrett, a Boston Athletic Association entry, took a try at it and won the event at 95 feet, 7½ inches.

The following year in 1897, the discus was included in the National A. A. U. championships and won by Hennemann of the Chicago Athletic Association at 118 feet, 9 inches, throwing from a 7-foot circle. This record stood until 1901 when Sheridan, a New York City policeman, won the event at 120 feet, 7¾ inches. Winning the A. A. U. championships consistently until 1911, he set a new record

of 124 feet, 8 inches. In 1912 the record was raised by Duncan to 156 feet, 1¾ inches and this record stood until 1925 when Hartranft of Stanford raised it to 157 feet, 1½ inches. Since that time the records are as follows:

Houser (Southern California) 1926—157 feet, 1¾ inches.

Krenz (Stanford) 1929—163 feet, 8¾ inches.

Jessup (University of Washington) 1930—169 feet, 8¾ inches.

Andersson (Sweden) 1934—171 feet, 11¾ inches.

Schroeder (Germany) 1935—174 feet, 2½ inches.

Carpenter (Southern California) 1936 N. C. A. A.—173 feet, 1 13/16 inches.

Fox (Stanford) 1939—172 feet, 4½ inches.

Zagar (Stanford) 1939—168 feet, 2½ inches.

Harris (Indiana) 1941—174 feet, 8¾ inches.

Fitch (Minnesota) 1946—180 feet, 2¾ inches.

In the spring of 1938 Bob Fitch, a senior at St. Louis Park High School, won the Minnesota State High School discus throw with a toss of around 130 feet. Bob was a 17-year-old boy, 6 feet, 1 inch tall and weighed 175 pounds. His entire discus background consisted of a six-week period that spring in which he competed in five meets. Bob entered the University of Minnesota that fall and went out for

football and did not report for track until after spring football practice was over. However, though Bob developed into one of Minnesota's all-time greats at end, after that season the only time he spent on football was in the fall.

When Bob got out for track, we started working on his form. Discus form had become pretty much standardized. Coaches had abandoned the bent-arm method of carrying the discus behind the back in favor of the straight-arm style. There were still differences of opinion as to whether the thrower should start in the back of the ring, facing the direction of the throw with his back to it, or with his left side toward it, and there were advocates for the throwers gliding through the pivot and for those using the jump method.

After studying Bob, I had a definite idea that he should use a modified jump form. Pete Zagar, Stanford's great discus thrower, had used this form very successfully, so we used pictures* of the 1938 National Collegiate Meet to show Bob. We started Bob at the back of the ring with his left shoulder pointing toward the front of the ring and concentrated first on getting him relaxed in this position. The accompanying pictures will show his stance and the only way that I know to

*Pictures of Pete Zagar in 1938 N.C.A.A. meet are shown in May, 1939 Athletic Journal.



Illustration 4. As the arm starts its forward movement the left foot is off the ground. 5. The throwing arm is straight back at shoulder height with the opposite hand close to the chest. 6. The powerful drive off the left foot is adding power to the throw.

get a boy to relax is to stand back of him and work with him until he loosens up.

We found that having him step back and forth with his left foot while he was taking his preliminary swings helped a great deal in relaxing the entire body. The next step was to get the discus back far enough to trail the hip during the pivot, but not far enough to tighten up the arm (check pictures). This position at the back of the ring is very important and a good deal of time should be spent on it. Bob's first step when he starts his pivot is a short one toward the side of the ring as this gives him a good brace to start his jump and keep his body under control and in good balance. During this jump, it is important that the feet are not over four or five inches off the ground and that in landing, the body is well balanced between the feet. He is now in po-

sition to start the throw with the discus well back of him and the arm still relaxed. The discus is now delivered with the power coming from the right foot and carrying on over the left foot and back on to the right. The throw must be made through the shoulder, not up under it. It is a very simple matter to talk about discus form, but for a boy to perfect that form takes a great deal of hard work and determination. A coach must be very patient and not try to get the job done in too short a time.

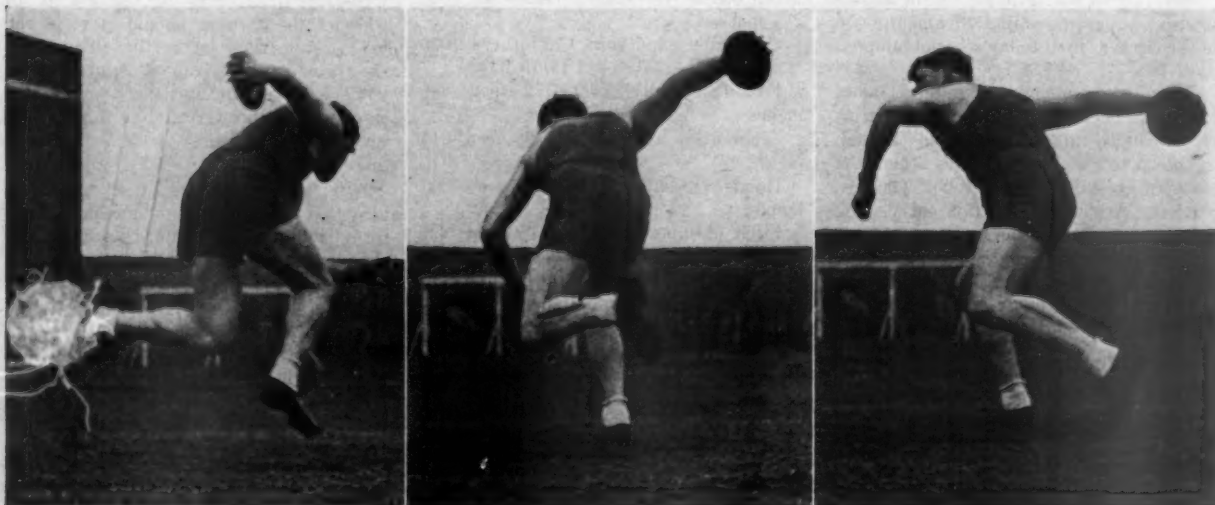
When Bob reported for track in the winter of his sophomore year, we spent some time working in the Field House and he was in pretty good shape when he started competing in the relay meets. That year, 1940, Indiana's Harris, a junior, and Jack Hughes of Texas, also a junior, could both throw over 160 feet. Fitch placed

second to Harris in the Big Ten and Central Meets and third to Harris and Hughes in the Relay Meets. Bob's best throw as a sophomore was 157 feet and as a junior he moved his mark up to 162 feet 8 inches, but he still had Harris and Hughes to contend with and that year Harris threw 174 feet 8¾ inches in the National Collegiate Meet.

In Bob's senior year he won every meet he entered, the Texas Relays, Kansas Relays, Drake Relays, Big Ten, Centrals, National Collegiate, Big Ten Pacific Coast, and the N.A.A.U.. His best throw was 166 feet, 10 inches as he never hit just the kind of a day he liked.

Bob went into the Armed Services at the end of the track season and served three years and three months and during that time he was out of competition and unable to practice. When he was dis-

Illustration 10. At the beginning of the throw there is a good breaking of the hips as they lead the body. 11. At the end of the pivot the left leg is parallel to the ground and the left arm completely relaxed. 12. Note the complete relaxation here.



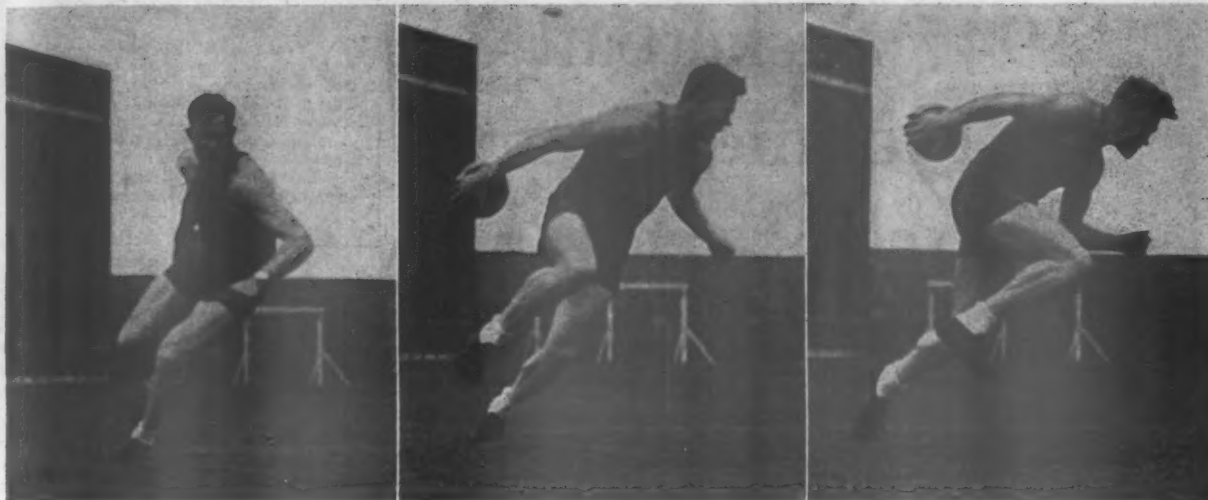


Illustration 7. The discus is carried far back during the pivot. 8. Fitch raises his right knee more than most throwers. 9. The right leg is flexed as it starts to rise.

charged in the fall of 1945, he returned to the University and played on the football team.

At the close of the football season the Big Nine athletic directors changed the rules and Bob was eligible for college competition. He was shooting for a new world's record and there were just two meets in which he could compete, the Northwest Meet at Minneapolis on June 8th and the N.A.A.U. meet in San Antonio, Texas, June 28th.

A good deal of publicity was given him and the pressure was on, but Bob had picked up a great deal of poise in the service and did not allow it to bother him.

I have asked Bob Fitch to enumerate, from a competitor's standpoint, the details of discus throwing that he has run up against in his four years of competition and here are Bob's reactions.

"The most common fault that I have had in the back part of the spin has been in falling to the left away from the center of the circle. 2. The next fault would be in not starting the spin with the shoulders on an even plane. 3. The next fault that I had was in the forward delivery. After the spin I found that I had a tendency to undercut rather than to deliver straight from the shoulder. 4. There is a tendency to throw the left foot too far to the left on the first part of the spin. 5. The next fault was in making the delivery so that the discus has too much elevation and rides rather than sails flat. 6. The next fault would be in holding the discus too close to the body as you spin and this fault helps to make you fall over to the left away from the discus as you are delivering. In the grip of the discus, I prefer to over-grip slightly to the front of

the discus so that there is more discus behind the index finger than in front of it."

In summing up Bob Fitch's career as a discus thrower, I believe his success has been due entirely to his ability to develop a somewhat new technique in the finish of his throw and to his all-around ability as an athlete and willingness to work. I have learned a good deal about discus throwing from working with Bob and I have never had an athlete who would try as hard to put into practice any suggestion that was given him. Bob is going to compete in the Coliseum Relays in Los Angeles on May 24th and if he has time enough from his teaching duties to get in shape, he should come close to his world's record or possibly even surpass it, and he plans on having another try at the National A.A.U. record which he now holds at 179 feet, $\frac{3}{4}$ inch.

Illustration 13. There is no evidence of falling away to the left, which fault is usually caused by the thrower not getting the hip into the throw. Note the right arm breaking across the body. 14. At the time of release, the discus is parallel to the ground. 15. Both feet are off the ground after the release.



1947 Basketball Technique

By Nelson Nitchman
United States Coast Guard Academy

IN THE May 1946 issue Nelson Nitchman reviewed the two basketball tournaments held in New York. The detailed analysis of the tournaments received favorable response and Nitchman was again asked to review this year's tournaments. The author coaches both football and basketball at the Coast Guard Academy.

SO EXTENSIVE has the game of basketball become, that it is impossible to give technical write-ups of the high school state tournaments and various college and university conference tournaments as was once the custom. The final games of the Invitational and National Collegiate Athletic Association tournaments have been selected as representative of the technical style of offense and defense employed in the various sections of the country. [Editor's Note.]

Invitational Finals

Some of the nation's best had previously been eliminated in this outstanding annual tournament held in New York. The survivors were the consolationists West Virginia and North Carolina State and the finalists, Kentucky and Utah. North Carolina State was victorious over West Virginia, the first game of this double feature, and the colorful team from Utah was the winner of the tournament downing Kentucky by the score of 49-45.

The West Virginia team was below par in their ball-handling and shooting in the opening game. There were sporadic offensive thrusts in the nature of a fast break which netted them several goals, but their double-pivot attack did not function as smoothly as it had done most all year. In Jackson, they had a very colorful player who gave a fine display of ball-handling and full-court backhand passing. Since they were sixteen points in arrears, as a result of a fine first half by North Carolina State, they were compelled to use a rushing defense the entire second half. They did this very effectively for the most part and disrupted North Carolina's set attack repeatedly. There were nevertheless several occasions when inability to pick up loose men worked against West Virginia as North Carolina State readily took advantage of feeding the loose man. West Virginia's fast break emanated from quick releases by the rebounder, interceptor, or man taking the ball out of bounds, to the one or two front men who broke rapidly in straight lines, eventually supplemented by the third man. Diagram 1 illustrates their method of breaking upon capturing a rebound.

One would recover and feed 2 who would feed 3. Three would carry in for a shot or feed 2 or 4.

This worked quite well because North

Carolina State often penetrated four men on offense, leaving a sole guard to handle 2 and 3 in a 2-on-1 situation. On numerous plays the North Carolina sole defender did some fine fake-checking in spite of being outnumbered. West Virginia's set offense is shown in Diagram 2.

The taller boys, Byrd and Schaus played the posts. Byrd is a fine left-hand shot so was utilized from the spot shown. The pivot men often crossed in an attempt to free themselves for the pass-in. The three outside men were the smaller boys in the unit.

Their earliest scores came as a result of the play shown in Diagram 3. The ball came into Schaus from the outside. He in turn whipped it to Byrd, cutting across, and Byrd hooked the ball in with his left hand. State hustled very well on defense, double-teamed the West Virginia pivot men, compelled the Morgantown boys to shoot from outside, and captured most of the defensive rebounds through the fine job of their center, Bartels. Inasmuch as West Virginia did not punch inside with any of their outside men, very often State was finding it easier to gain possession of the defensive board.

The North Carolina State boys were excellently drilled in faking, dribbling, and pivoting. They did not use the fast break as effectively as West Virginia because they advanced the ball by dribbling most of the time. Bartels, their biggest man, played outside with Katavek. This helped draw one of West Virginia's big men away from the State basket. State generally set their offense up as shown in Diagram 4.

Negley presented a great one-hand shooting technique and fine work at rebounding. Dickey was very fast, a fine dribbler with a preference to go to his right, and a good one-hand shot. A few of the plays which worked well for them are illustrated in Diagrams 5, 6 and 7.

One would feed 2 who would bounce to 3 cutting off 4's screen. Three would shoot over 4's screen and the three inside men would follow hard. As a variation of this play, 1 would feed 2, screen inside for 2 who would take a dribble or two and feed 3. Sometimes 2 would shoot over 1's inside screen.

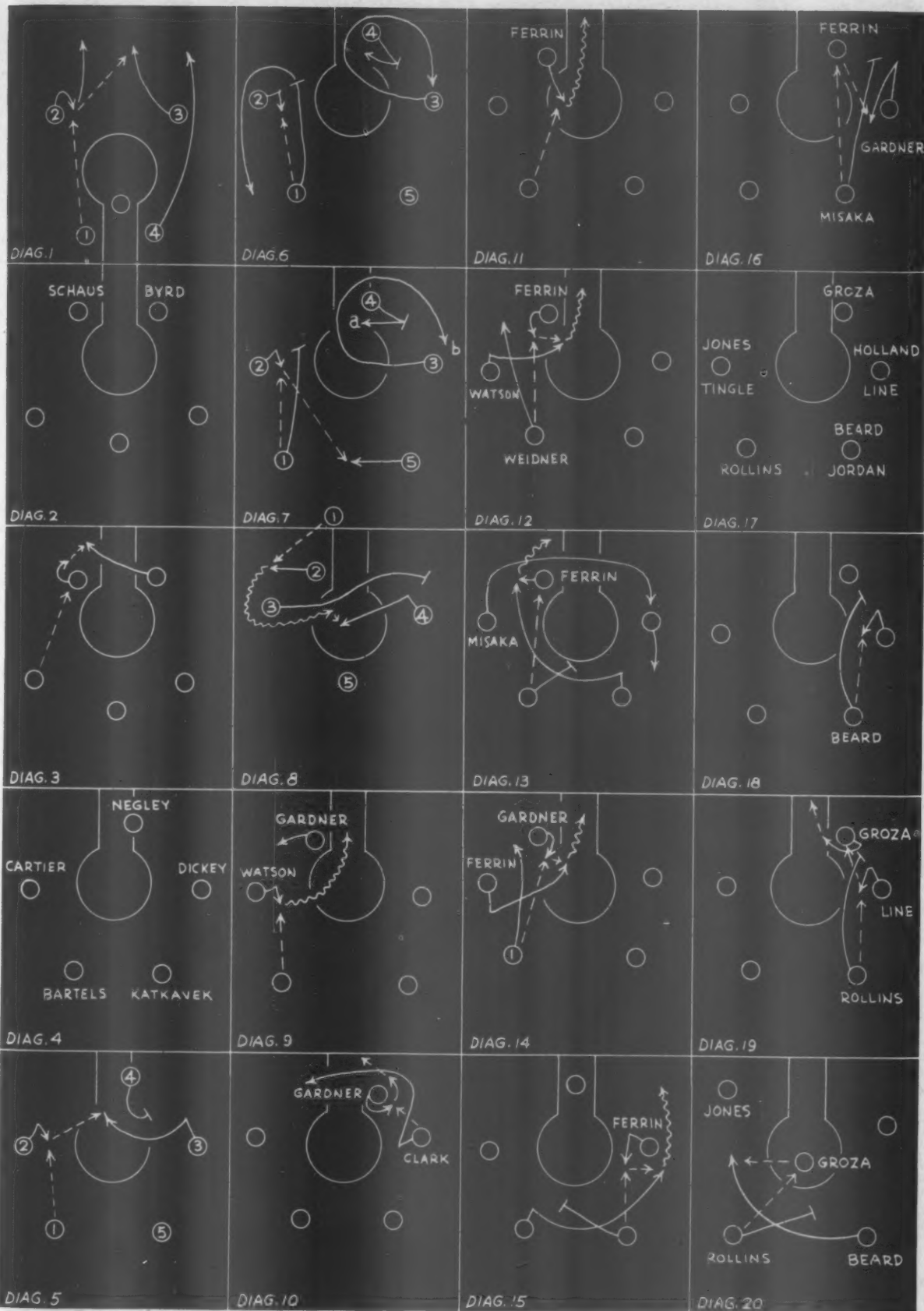
As shown in Diagram 6, frequently 3 would not be freed by 4's screen so he would cut back to his original position, and 4 would move back on the post for the pass from 2 to be followed by a shot.

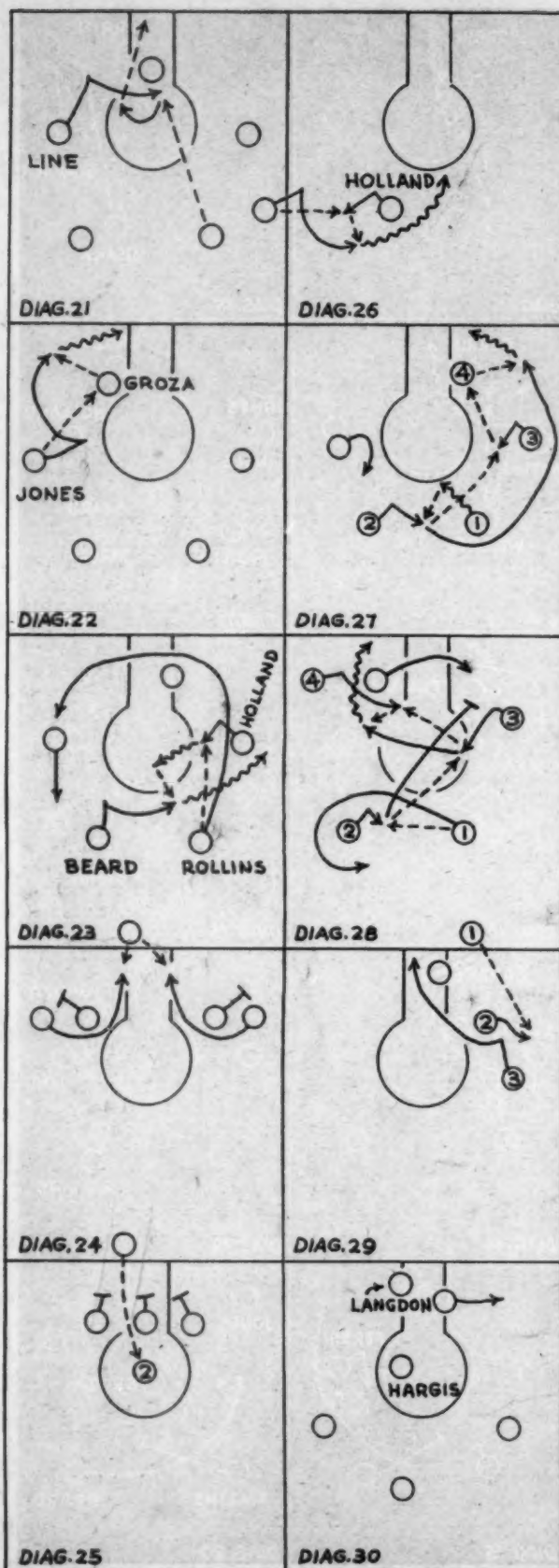
As shown in Diagram 7, 2 sometimes would ship the ball out to 5 who would pump it into 4 for a shot or to 3 who could shoot or feed 2 who would avail himself of 4's screen as 4 moved opposite the side of the ball.

North Carolina State tried to use similar plays against all-court pressure by bringing the formation into their back court but had considerable trouble in so doing. Dickey's speed and dribbling ability helped out in several cases under these conditions. The State out-of-bounds play shown in Diagram 8 looked good.

One fed 2 who had screened for 3. Two dribbled after using a left-right feint then fed 4 who had taken advantage of 3's screen. Four shot over 2's screen.

The final game won by Utah, the underdog, was an excellently played contest. The Utah aggregation was one of great ball-handlers, fine passers and dribblers and showed unusual composure. Defensively they were wonderfully schooled. Their ability to retain possession is evidenced by the fact they made but two bad passes the entire game, these coming within the last three minutes after they had played superbly throughout with but one substitution. Defensively they checked back very rapidly, employing a strict man-for-man defense. They used their hands very well, back-pedaled nicely against drives and fast cuts to the basket and did a good job of defensive rebounding. Offensively they resorted almost entirely to a slow-break and a pivotal attack, built around their fine big center, Gardner. He was agile enough and talented enough as a ball-handler to move outside to draw Groza, Kentucky's big center, out away from the basket. This permitted Arnold Ferrin to take over the post duties from which spot he did some most effective twisting, fall-away shooting and faking. Gardner played the first ten minutes on the post after which Ferrin handled the slot almost exclusively save for an occasional movement of Gardner into the bucket. Misaka, tiny veteran of the Utah outfit, who incidentally did a remarkable job on defense, contributed much by his superb ball-handling. The other Utah forward, Watson, displayed great ability at stopping and starting, using a fine change of pace in his dribbling and hitting several "soft" one-handed shots. Gardner was excellent at hook-shooting, often using the underhand swing. He had great rebound





ability and a sense for "smelling" openings. Ferrin, both inside and outside, was dangerous. His one-hand shooting from long range and his deception from the post played a large part in Utah's winning. Some of Utah's most successful plays are shown in Diagrams 9 through 16.

Diagram 9: The ball was "pumped" into Watson who left-right feinted his man and drove in for a score as Gardner cleared the middle.

Diagram 10: Clark fed Gardner with a deceptive bounce-pass, drove close to Gardner after feinting left. Gardner faked out of the post to the right, wheeled, using Clark's screen for a hook shot and score.

Diagram 11: Ferrin frequently received the ball in the pivot, took a long step away from the basket and used a one-hand fade-away shot with either hand.

Diagram 12: Weidner fed Ferrin, and cut hard down the left side. Watson delayed his cut off Weidner's screen. Ferrin fed Watson for a hook shot and score.

Diagram 13: Misaka cleared, after which the ball was "pumped" into Ferrin. The original handler screened for the opposite outside man whom Ferrin fed.

Diagram 14: Gardner in the "hole" was fed from outside. The pass-in man cut down the side line slowly. Ferrin faked coming out, then drove in for a pass utilizing 1's screen to free himself.

Diagram 15: The ball went into Ferrin from outside. The outside men scissored and Ferrin fed the free man for a drive-in shot.

Diagram 16: Misaka fed Ferrin and cut down the right side. The defense sagged so Gardner faked in, came out and took position for a set-shot after being fed by Ferrin. This play was worked on both sides when Kentucky sagged off.

Kentucky had more in the way of size and depth than Utah. At the outset they used a fast break pretty well but ultimately were slowed down by Utah's stress of control of the ball and sound defense. Their offense was set up as shown in Diagram 17.

Groza handled the pivot. When he went out, Jones took over the post. Tingle moved to left forward. Line and Holland played right forward and Rollins, Beard and Jordan mainly held down the guard slots.

The guards, particularly Rollins, often drove in well. On occasion they set up screens over which the forwards shot. The forwards worked the ball into the pivot deceptively many times. The Kentucky team was guilty of blocking at a few intervals early in the game which seemed to cause them to discard the driving game previously shown. Line showed a knack at dropping one-handers from both corners and when he left the game via the foul route, it hurt Kentucky. Some of Kentucky's plays are shown in Diagrams 18 through 23.

Diagram 18: Beard fed Holland on one play and Line on another, and set an inside screen. Holland set over Beard's screen and Line employed his deadly left-hand push for a score.

Diagram 19: Rollins fed Line, screened to the inside. Line used a left-hand pass into Groza who wheeled right to score from the post.

Diagram 20: Groza set the post up outside. Rollins fed Groza, screened for Beard whom Groza fed. Jones' man switched off on this play to stop successful penetration.

Diagram 21: Line received the ball as he cut across Groza as a stationary post. He whirled and hooked it in with his left hand.

Diagram 22: Jones threw a very deceptive bounce into Groza, faked, cutting across, changed direction and scored as Groza returned the pass to him.

Diagram 23: Rollins fed Holland, drove through inside very rapidly. Holland dribbled out and fed Beard going to the outside, but Holland was guilty of blocking.

The Kentucky out-of-bounds plays are illustrated in Diagrams 24, 25 and 26.

Diagram 24: The inside men screened for the outside.

Diagram 25: The man out of bounds fed the deep man, 2, who shot over the three stationary men.

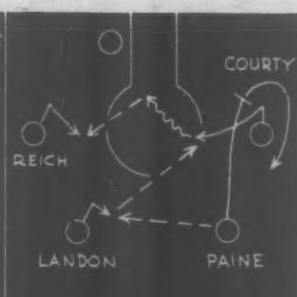
Diagram 26: Their out-of-bounds play from the side freed



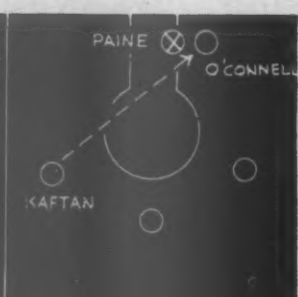
DIAG. 31



DIAG. 36



DIAG. 41



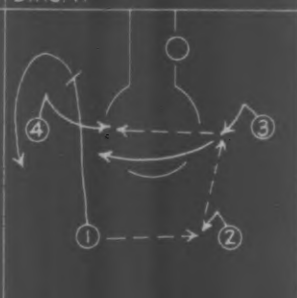
DIAG. 46



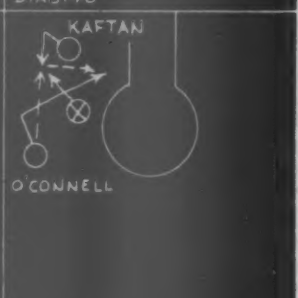
DIAG. 32



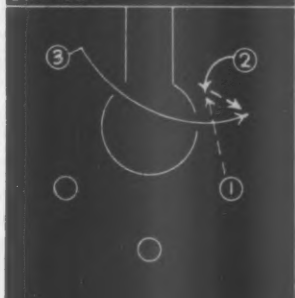
DIAG. 37



DIAG. 42



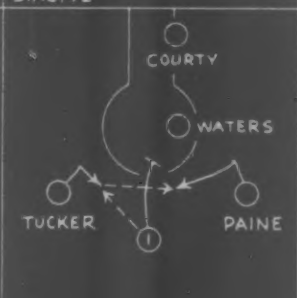
DIAG. 47



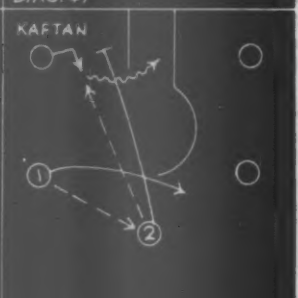
DIAG. 33



DIAG. 38



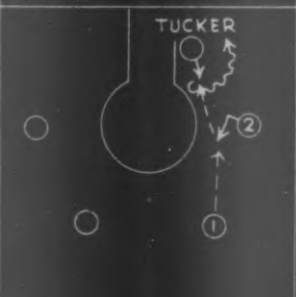
DIAG. 43



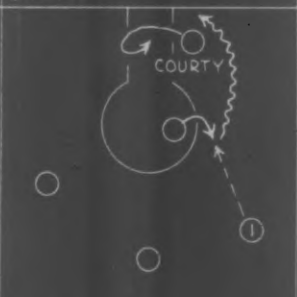
DIAG. 48



DIAG. 34



DIAG. 39



DIAG. 44



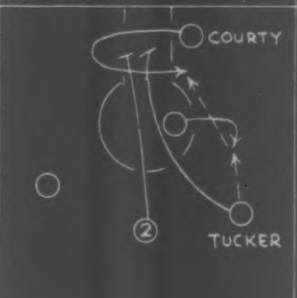
DIAG. 49



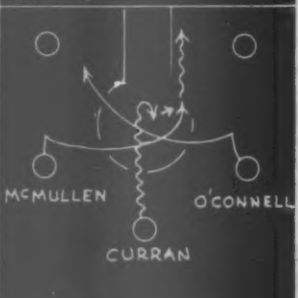
DIAG. 35



DIAG. 40



DIAG. 45



DIAG. 50

Beard but Holland was guilty of blocking on this play also. Beard fed Holland, took the return pass and drove around Holland's block.

In conclusion it might well be said that Utah's individual escapes and maneuvers in "freezing" the ball and coping with all-court pressure were very good. They gave a splendid example of fake drives and retreats to meet the ball while their ball-handling ability helped no end in their "keep-away" game.

National Collegiate Athletic Association Finals

After watching my own eighteen-year olds struggle futilely all season to cope with the experienced G.I. on the veteran-laden civilian colleges it was a pleasure to sit back and watch the perfectionists battle it out for the National Collegiate Athletic Association title. In the consolation game, a driving Texas team beat City College of New York 54-50 while Holy Cross took the title in the key contest by beating Oklahoma University 58-47. City College experienced some tough shooting in the first half of their game with Texas and this coupled with some poor free-throw shooting cost them the game. They came from far in the rear to within striking distance frequently but their slow start handicapped City. The team was made up of boys of not too great stature, but they were very impressive ball-handlers who cut and drove like demons throughout. They had a fine three-lane straight-line fast break in which Sonny Jameson, their Negro star, generally held the key position as middle man. This method of attack netted them most of their baskets in the attempt to overcome Texas' early lead. If the defense set quickly they utilized "give-go" tactics to shake men loose along with a few other individual escapes for capitalizing on the defensive man's errors. Dambrot, a forward and their tallest boy, played in the post some. From the slot, he fed men cutting by him or faked feeding and used turn shots, being very effective with his left hand. Galiber, their next tallest boy, also periodically worked out of the pivot using similar tactics. In this particular game Firestone, one of their guards, did a great job of faking and driving by his man while he and Jameson hit successfully from outside when Texas played loosely. A few of their better plays are shown in Diagrams 27, 28 and 29.

Diagram 27: One fed 2 who fed 3 who bounce-passed to 4. Two cut around 3 and received a pass from 4, then dribbled in for a score.

Diagram 28: One fed 2 and screened for 2. Two fed 3 and screened for 3. Firestone, 3, fed Dambrot, 4, and followed his pass as shown to get a return pass and opportunity to dribble in for a left-hand lay-up.

Diagram 29: One fed 2 who backed off

on this out-of-bounds play after 3 cut by him. Two was thus freed for a set shot.

Defensively, City College did a better job as the game progressed although they were troubled greatly, early in the game by the driving dribbles of Cox and Madson, Texas guards. Farbman, a reserve, did a fine second-half job of guarding Hargis, the Texas ace.

Texas had two good-sized boys and three medium-sized starters. Their center, Langdon, and one forward, Hargis, the other tall boy set up either a double pivot or multiple pivot from which they executed most of their plays. Primarily, they broke lightning fast to outnumber the defense. Frequently their three smaller boys equipped with great speed would drive in hard to the outside to gain a step on these fast-break thrusts. At the start of the game Texas' set-up was as shown in Diagram 30. This was in the form of a multiple pivot with Langdon sometimes moving into the corner. The three outside men used a mill from which they drove through and around.

Some of the plays they used are shown in Diagrams 31 through 36.

Diagram 31: One fed 2, Hargis, the outside post, and set a screen for 3 who cut by 2 for a pass while 4 cleared as 3 drove in for a shot.

Diagram 32: This is the same play from the double-pivot set-up.

Diagram 33: One fed 2 who passed to 3 as indicated. Three, Hargis, shot over 2 who remained stationary after feeding 3.

Diagram 34: One fed 2 and screened for 3 as 4 cleared from the right side. Two fed 3 who hooked his shot over 1's screen.

Diagram 35: One fed 2, Hargis. One set a screen for 3 who cut by Hargis to get a pass out of the post. The opposite post man drove under the basket to take a pass from 3 and score.

Diagram 36: On this out-of-bounds play Hargis screened for 2, Langdon, who took the pass in from 1.

Texas put on a beautiful display of weaving the last few minutes with some fine stopping and starting by their three outside men. They had a fine drive as a unit and utilized their height to great advantage.

Oklahoma University presented some good ball-handlers and fine shooters with their team built around Gerald Tucker, a fine pivot man. They set up generally as shown in Diagram 37.

Tucker was very adept going both ways out of the pivot. Courty had a fine left hand, was shifty and a good retriever. Reich had fine drive and he, Paine and Landon could shoot well from the outside.

If the defense sagged far back to double-team the inside man, Paine and Landon shot from the outside. If the ball was in Tucker's hands and the Holy Cross men dropped off to help guard him, he very astutely shipped the ball out. He did like-

wise on follow-ups where he saw men converging on him. Tucker shot equally well with either hand from the slot and frequently preceded the shot by some good head-and-body faking. The other four men frequently went into a four-man mill from which they drove the ball into Tucker or shot over the screener. A few of the plays they used are shown in Diagrams 38 through 45.

Diagram 38: Paine fed Courty who used a left-hand bounce into Tucker. Tucker faked a pass across to the other side, spun and dumped a left-hand hook shot.

Diagram 39: One fed 2, who fed Tucker, who reversed the move shown in Diagram 38. These early moves forced Holy Cross to drop outside defense men back to assist guarding Tucker.

Diagram 40: Landon fed Tucker who took one dribble away from the basket and used a hook shot which Courty and Reich drove in to follow as shown.

Diagram 41: Oklahoma's general circulation frequently resembled this. Paine fed Landon and set an inside screen for Courty. Landon fed Courty who dribbled through the middle and fed Reich who set over his screen, drove in on a dribble, or passed off to Paine.

Diagram 42: One fed 2 and set a screen for 4. Two fed 3 who in turn fed 4 for a set shot. If the play were not consummated, 4 would pass out to 3 or 2.

In the second half Oklahoma moved Tucker outside, used Courty deep underneath and a reserve, Waters, in the pivot. From this multiple pivot set-up, they used the following plays shown in Diagrams 43, 44 and 45.

Diagram 43: One fed Tucker, set a stationary block for Paine who maneuvered and received a pass from Tucker for a shot over 1's screen.

Diagram 44: One fed Waters on the outer post from where he hooked a shot on which Courty positioned for a follow-up.

Diagram 45: Tucker shipped the ball to Waters after which Tucker and 2 set a double screen around which Courty cut. Waters fed Courty who had thus freed himself for a shot.

Holy Cross presented a fine team. Most of its members were playing their second consecutive year together, but this year's squad had several valuable additions which helped make its team much stronger. McMullen did a splendid job when he was called upon. He shot well, drove hard and guarded well. Curran did a fine job of checking Tucker the second half after a couple of the starters had incurred three fouls each in endeavoring to check Tucker. Oftring's great second half offensive punch and his remarkable work off boards kept Holy Cross out front when the going was toughest. These men and the four starters from the 1946 team were

(Continued on page 52)

**"Here's the bag
the game's in,
Coach!"**



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FOR THE BEST**

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Publisher

Ohio Shows the Way

WHEN the Athletic Journal prepared the track meet for the February issue several things surprised us. One of these was the very strong showing of Ohio. Not that Ohio is not one of the great athletic states of the Union, because it is, but rather because it was head and shoulders above any of its neighboring states. In a comparison of last year's state high school track meets, Ohio had the best time or distance in one event, tied for the best in another, the second best in three events, the third best in two and won points in two other events. This started us wondering why Ohio excelled so much in track, and the answer is apparently the interest that the Ohio track coaches have themselves put into their sport.

Five years ago some Ohio track coaches decided to do something about track and organized the Ohio Association of Track Coaches. The association includes both the high school and college track coaches. The highlight of the association is the annual track clinic, held this year on April 12. The clinic is in itself a masterpiece of organization. Between 9:30 and lunch time there are thirteen forty-minute lectures. These are so arranged that attending coaches of which there are in the neighborhood of four hundred may sit in on five different subjects. This, likewise, keeps the classes small and permits frequent questions. The length of classes is held rigidly to forty minutes, and at the end of that period a coach may move on to another subject or remain and hear the previous subject discussed again. A surprisingly large number do this. Ohio State University serves a buffet lunch and then in the afternoon the classes move outdoors to the track where outstanding college and high school stars serve as illustrations for their coaches' lectures. Among those demonstrating this year were Harrison Dillard and Quentin Brelsford.

The Ohio Association in addition puts out a four-page paper entitled, "The Ohio Trackster," four times a year, containing notices of, and news about, track coaches, track meets, etc. Each issue is guest edited by one of the schools of the association whose whole purpose is to, "promote, maintain and improve Ohio track."

That the association has done a real job and is doing a real job is evidenced, not solely by the performance of Ohio track athletes, but by the fact that one hundred and three more Ohio high schools have track this year than last and the number of colleges with track has increased from twenty-two to thirty-five.

Ohio has shown the way in this important phase of school and college athletic programs, and other states will do well to study the Ohio plan.

Waterproofing America

WATERPROOFING America is the task that the Sports Afloat Safety Council has taken upon itself. We are glad to see an organization of this kind come into being and feel that a tremendous job can be done. Last year 7,300 deaths, or 7 per cent of all accidental deaths were caused by drownings. Unless something is done along these lines, the death rate caused by water sports will increase at an alarming rate, due to the expansion of water facilities and increased leisure time of the American people. Within the past few years 106 new artificial lakes have been constructed. One hundred eighty-nine more are either under construction or have been authorized.

As the American people take to the water, they must not only know how to swim, but must be prepared to cope with emergencies, such as disrobing in water, righting canoes, etc. The majority of drownings do not occur at well-guarded beaches, but rather on fishing and hunting expeditions.

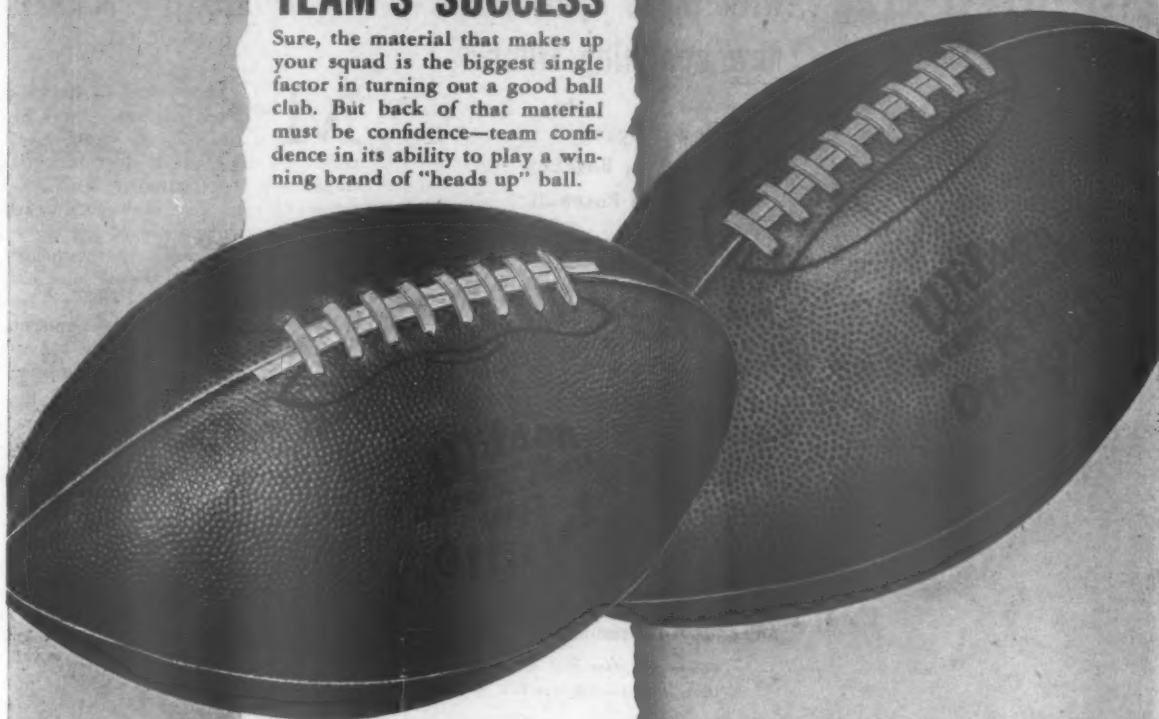
The Council will not supplant the work of existing organizations, such as the American Red Cross and the schools, but will, instead, supplement their work by a press campaign to educate the public, approve life-saving and water-sports equipment and promote safety legislation in the various states. Minnesota is working on proposed safety legislation, making it mandatory that all boats meet minimum safety requirements. From time to time the Council will publish material on safety measures and equipment for water sports and improved methods of instruction in the use of such materials.

The Sports Afloat Safety Council will direct a major portion of its attention to the do's and don'ts for safety in and around water. Emphasis will be placed on preventing accidents through knowledge of what to do and what not to do and how to cope with accidents when and if they do occur.

This material will be most useful for bulletin boards and should be prominently displayed. A card addressed to the Sports Afloat Safety Council, 765 West Lexington Street, Chicago 7, will bring you the material as it is published, free of charge.

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An Analysis of Visual Aids in Physical Education

By GERALD P. BURNS
Brooklyn College

MOST instructors in health and physical education were aware of the value of visual aids long before the movies made their dramatic entrance into the classroom. For the past thirty years it has been good teaching procedure to make use of charts, slides, pictures, and models. In these days of astounding advances in science, a host of new visual aids are available to the enterprising teacher. The new sound movies in color would seem to top the list at this time among the numerous types of visual aids.

It would be well for us to ask ourselves a few questions before we went too deeply into this fascinating new field. What kind of results will these new methods give us in health teaching that the old methods failed to supply? What are the probable expenses of a venture into this area? What is the comparative educational value of the various types of visual aids? These, and many other considerations, should be studied before complete acceptance of the new doctrine is assumed. The purpose of this article will be, in the paragraphs that follow, to attempt to present an impartial view of these considerations and their possible solutions.

Visual aids in education are admittedly not new. But, certain aspects of the old types have been modified and brought up to date to such an extent that they might well be considered a radical departure over their former counterparts. Obviously, the outstanding advances made in the sound and color movies bring a sharp contrast to mind when we compare them with old-type movie of the "Chaplin era."

As all science and technology received new impetus from the exigencies of the war, perhaps no phase profited as did research in methods of teaching. The reason is plain. We were not prepared for total war. It was necessary to train men in fantastically brief periods for uniquely difficult assignments. The armed forces proved themselves equal to the task—and more. They, and their civilian assistants, invented, developed, and put into operation the greatest array of new methods in the art of pedagogy that the world has ever seen. Visual aids were not the least among the ways chosen to instruct our ex-civilian army and navy. Vast sums of money were spent, magnificent machines were constructed, and experts in every

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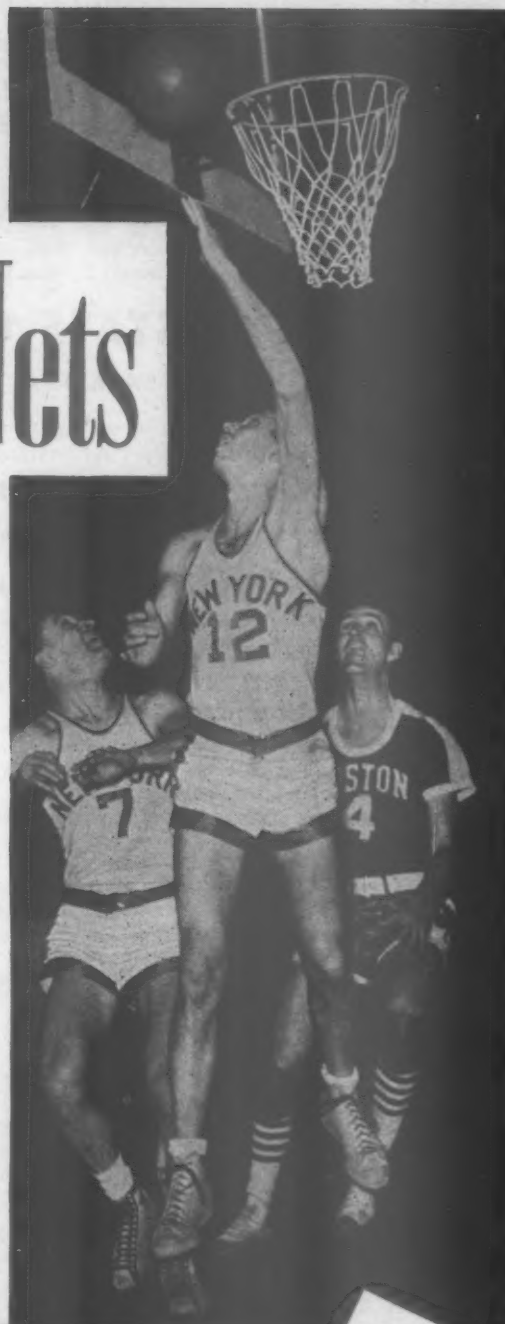
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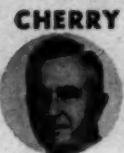
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field of endeavor were enlisted to serve this great educational undertaking.

The advances that were made during the war are now known to us all. If we fail to profit by them, we are the losers. It is unfortunately true that some of the older educators in the field are not in agreement with the feeling that we should now make maximum use of these radical methods that the services demonstrated would work so well. It is not merely in physical education, but in every phase of education that we need to step forward. Those who fear change should be reminded that without change there can be no progress.

Visual education is unquestionably one of the greatest means of motivation known to teachers. The wise educator is aware of the expediency of changing his type of presentation to include a proven motivational factor in his teaching. When properly used, as proved by Finigan¹, visual aids in general (and films in particular) are of great value.

Physiologically, the reason for the success of movies is due to the stimulating of adequate imagery brought about by movies. The Douglass study² points out that children of high I.Q.'s must be stimulated by visual aids.

The motivational desirability coupled with the physiological need presents a sound argument for visual aids in the schools. But there is more to it than that. It has been proved that children actually learn more and learn it more quickly with the help of visual aids. Since teachers first began using visual aids, however, it has been a known fact that such aids are not there to supplant oral teaching, but rather to supplement regular teaching. It is strongly advised that certain definite steps be taken to prepare the class for the movie or such other visual aid as they are about to witness. Without adequate preparation much of the value of the presentation is lost as shown in the Gibbs³ report.

Certain subjects are better suited for elaboration by visual aids than are other subjects. Health and physical education may well be considered one of the former or easily applicable subjects for visual aids to expand. Most sciences fall into this favored group. Clark substantiated this contention in an extensive study⁴ which rendered the following results: (1) sound films are about as effective as lecture demonstrations in presenting science material of a specific nature, (2) silent films were less effective than the lecture demonstration, (3) sound films were less effective

1. Finigan, P. E., "An Experiment in the Development of Classroom Films," *General Science Quarterly*, January 1928.

2. Douglass, H., *Modern Methods in High School Teaching*, Houghton Mifflin, 1926.

3. Gibbs, D., "An Experiment as to Economy of Time in Instruction by Means of Moving Pictures," *Educational Screens*, Vol. 4, No. 9, 1923.

4. Clark, C. C., "Sound Motion Picture as an Aid in Classroom Teaching," *School Review*, November, 1932.



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than silent films equipped with captions, (4) the sound film shows a slight advantage in stimulating new interest, and (5) both types of film had the edge over the lecture demonstration method in the total evaluation.

Health and physical education, like other courses in the school curriculum, do not have the unlimited budget that some of the service schools and courses seemed to possess. Visual aids, particularly sound-color movies, are expensive to obtain. Unless the teacher has prior knowledge of where such teaching tools may be secured inexpensively, he is at a considerable disadvantage.⁵

There are those who think movies are the one and only type of visual aid suited to teaching health and physical education. Nothing could be further from the truth. Movies, preceded by proper commentary, can prove a great adjunct to teaching the subject, but the other items in the visual aids collection have a definite part to play in teaching a well-balanced course and utilizing every possibility toward making the course more interesting and effective. If we were to classify some of the other visual aids arbitrarily in their order of importance (problematical) to our area of education we might find the following: television, silent movies, microscopic projection, drawings and diagrams, models—animate and inanimate, field trips, balopticon, museums, stereograph, charts and maps, and lantern slides.

The foregoing material would seem to give us an indication of the worth of visual education. We see in passing that visual aids are not meant to replace the teacher. In fact, without a reasonable explanation before the use of aids, much of the aid's effectiveness is lost. Further, we learn that some materials and certain subjects are of greater value than others for film reproduction. Research has proven that scientific items, and to a considerable extent health and physical education, may be better presented by film than by classroom lecturing. Again, however, the degree of effectiveness is directly dependent upon the build-up given the film and the summary that follows it. Hunter states⁶ that, "The expense of talkies and movies, together with the time taken in projection, is a more efficient method of teaching than movies alone." To evaluate the total effectiveness of visual aids over the more common methods of classroom procedure is difficult. In conclusion, it should be noted that although they present new and more dynamic methods of teaching, visual aids are not destined to supplant the classroom teacher. Here is a challenge to all

(Continued on page 51)

5. It might be mentioned at this point that there are at least four such sources that might be tapped for aids in almost every community—(1) the larger insurance companies, (2) state and local University Film Libraries, (3) local boards of health, and (4) the National Tuberculosis Association.

6. Hunter, G. W., *Science Teaching*. American Book Company, 1934.

Ball-Handling in the



THIS page and the following four pages illustrate some of the many phases of ball-handling in football. This series illustrates the center pass to the quarter in the T formation.

1. The quarterback is evidently left-handed as he has the left hand against the crotch of the center, with the fingers spread and palm down. The fingers of the right hand are vertical to the ground. 2. The center grips the ball slightly forward of the front axis with the lacing up. The center is looking straight ahead. 3. The pass is made by breaking the elbow and the wrist and lifting the ball straight. Four and 5 show a continuance of this action. 6. Simultaneously with the pass from center the quarterback grasps the ball with his free hand. 7. The quarterback steadies the ball as the center commences his charge shown in Illustration 8. Nine and 10 illustrate the two methods over which there is great controversy as to the method of passing the ball. In 9, the ball has come back at an angle slightly less than ninety degrees. The advocates of this system claim that the natural charge of the center tends to bring the ball back at this angle, and that the ball is in the easiest position for the quarterback to grip it for passing. Illustration 10 shows the position of the ball when it is passed straight back. The advocates of this system claim the snap from center is more likely to be truer, and that the quarterback himself may make the adjustment for passing by a slight movement of the ball with the right hand.

These sequences taken from the film, "BALL HANDLING IN FOOTBALL," produced by Encyclopaedia Britannica Films, Inc.



BALL-HANDLING



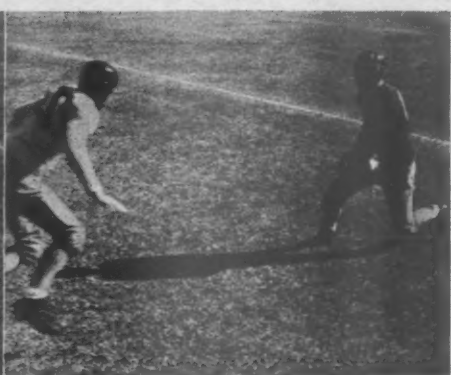
THE series at the right illustrates the other accepted method of passing the ball in the backfield. The back holds the ball at arm's length, on both sides of the ball with the thumbs pointing upwards. The ball itself is parallel to the ground and pointing away from the ball-carrier. The back who is to receive the ball has one hand above the other, palms facing each other about a foot apart. The top hand is at right angles to the body while the bottom hand is parallel to the body. As his hands start to close on the ball, the original ball-carrier releases his left hand and commences to spin in the direction in which the ball-carrier is travelling.



NO FUNDAMENTALS



IN the series to the left, one system of passing the ball in the backfield is illustrated. The ball-carrier holds the ball in the center by one hand. The ball is held at waist height, parallel to the ground, with the seams running at right angles to the ball-carrier's hands. The approaching back runs low with his hands spread, approximately two feet apart. The new ball-carrier closes his fingers across the points of the ball, as the ball is placed into the pit of his stomach. As soon as the ball is securely nestled, the original handler immediately lifts his hand backward to prevent any further contact with the ball and to remove additional chance of a fumble.



THE series illustrates one of the two methods of changing the ball from side to side. The ball-carrier is carrying the ball in his right arm and wants to shift and free the right arm for stiff-arming. He lowers the ball as his left arm comes across the body. The fingers of the left hand close across the outward point of the ball. With the ball now in the left hand and still guided by the right hand, he brings it across the lower part of the body. The ball is nestled in the cradle of the forearm. He raises the ball and the stiff arm together. At the point of contact the ball is securely cradled in the left arm. The other method used is to grip the ball with the free hand and pull it across the chest to the opposite side. This method permits the ball to be more closely covered during the exchange.



These sequences taken from the film "BALL HANDLING IN FOOTBALL," produced by Encyclopaedia Britannica Films, Inc.



BALL-HANDLING

in practice

THIS series depicts the fake that must accompany all successful ball-handling. The back has received the ball from center. The ball is held away from the body as the back commences his pivot. As the ball-handler reaches the position with his back to the scrimmage line he shifts his weight, frees one hand. He steps off hard on the original pivot foot concealing the ball along his side at the hip. The other back successfully carries out the fake by bringing both arms across the carrying pocket. The ball-carrier keeps low and keeps the ball well hidden. The footwork of the pivot consists of planting the right foot, turning on that foot, and shifting of the weight to the left foot, and then resifting to the right foot preparatory to driving hard off of that foot.

These sequences taken from "BALL-HANDLING IN FOOTBALL" by Encyclopaedia Britannica

HANDLING

where it
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THESE actual game shots show the ultimate of successful ball-handling. Counting the center, six members of the team become ball-handlers in this tricky flicker play. Now count them. The team lines up in a modified double wing, the ball

is centered to the 3 back who gives it on a one-arm hand-off to the strong-side wing back. The 3 back cuts through the hole into the secondary to become an eligible pass receiver. In a double reverse the wing back hands the ball to the other wing back and continues around to become a second eligible pass receiver. The ball-carrier fakes through the hole and laterals to the 4 back who has run laterally to his right. The back receives the lateral, fades and passes to either the first two ball-handlers or to the ends. Note the confusion among the defensive line-backers and halfbacks.

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Competition at The Grade-School Level

By H. W. Smith

Football Coach, Junior High School,
Texas City, Texas

DURING the past years athletics in high school and college have been placed on an ever-increasing competitive basis. Men in the coaching profession, at the high school and college levels, have worked diligently to produce superior athletic teams from year to year and have made great progress in their undertakings. But, how much forethought and planning for the future have been given to competitive athletics at the grade-school level? It is a known fact that a grade-school boy, who has had the opportunity of participating in athletics where the fundamentals of each sport have been thoroughly taught, makes a much more valuable athlete in high school than one who is not grounded in the basic fundamentals before he reaches high school.

In the organization of athletics at the grade-school level there are a number of important aspects that must be thoroughly considered before athletics can be conducted on a sound and progressive basis. As to the significance and importance of the aspects, that is strictly a matter of opinion, but the following aspects must be considered: The coaching staff, the equipment and facilities for conducting practices, the complete backing of the school administration and the school faculty, and competition on a state-wide basis according to districts.

As is the customary rule in many grade schools, unqualified men, who have little or no aptitude in the field of athletics and who also have no interest or desire to see boys progress in physical health and excel in their own athletic prowess, are given the duties of coaching athletics in the grade schools. A great injustice is being foisted, not only upon the man employed to do the coaching, but on the boys who are to be under his guidance. When men are being selected as coaches in the grade schools, they should be required to be well versed in a fundamental knowledge of the sports that they are to coach; they should possess a well-rounded personality and a good moral standard of living. Not only does a coach have to teach boys basic fundamentals of sports but he has to serve as a counselor to his boys; he has to guide them into the correct lines of endeavor for the molding of their future manhood.

The proper equipment and facilities for conducting practices are of supreme importance.
(Continued on page 50)

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Starting A Distance Prospect Out For Track

By Charles D. Werner
Track Coach, Penn. State

WHEN a new prospect reports and says he would like to try out for the half-mile, mile or two-mile run, although he has done no previous running, has no background—nothing but the desire to try it—that prospect is usually started on a program such as the following.

CHARLES "CHIC" WERNER, graduated from the University of Illinois. He is now track coach at Pennsylvania State College, a position he has held for a number of years. "Chic" is an outstanding track coach and has written numerous articles dealing with the sport.

Preliminary Conference

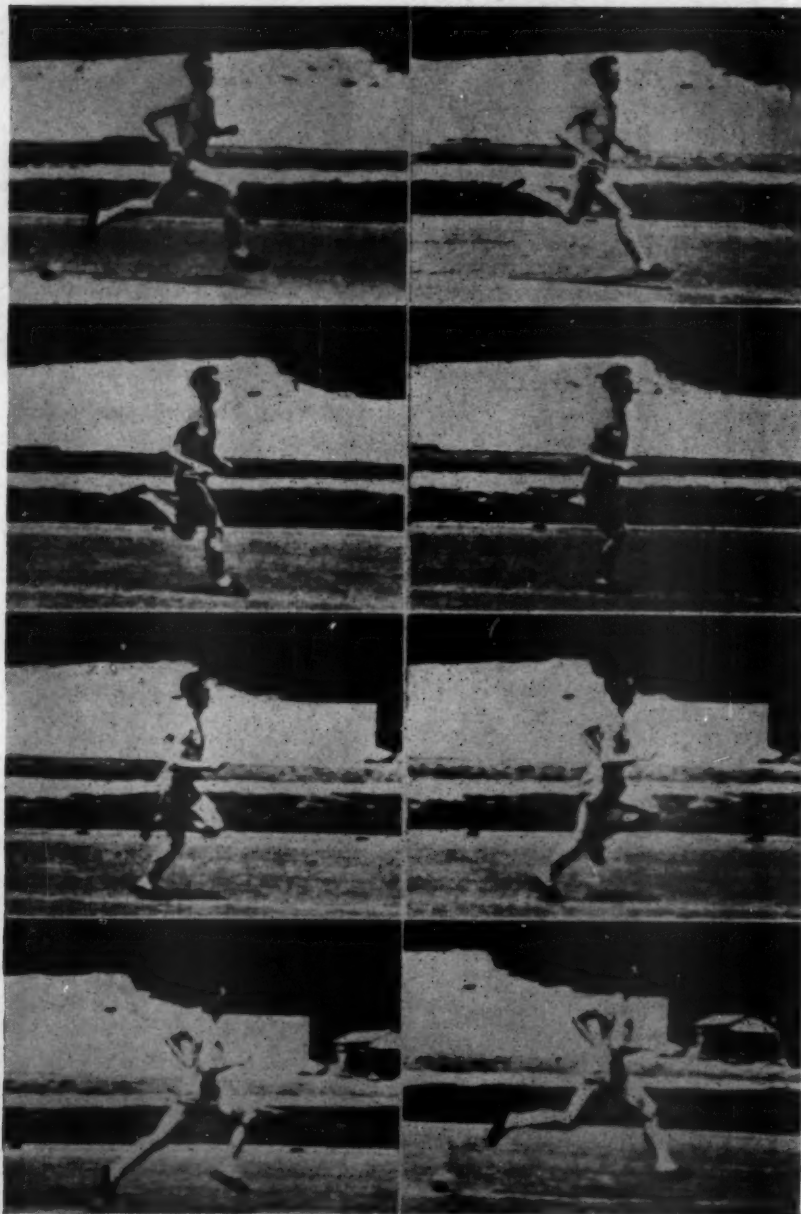
"Now, let's have a mutual understanding of this before we start. You can have lots of fun and real pleasure in learning to be a distance runner, and at the same time do yourself a great service in building up a better and healthier body. But—before we start let me warn you that there is much to learn—and a good bit of work connected with it. There may be odd times when you have a desire to "toss in the towel" and give up. Decide now, before we start, to go after this with a real determined and eager desire. We will guide and advise you so that you can take advantage of every short cut on the road to progress. It will never be severe or exhausting. In fact, once the program is under way, you will be in a better mental and physical state to carry on your regular school work. Statistics show that not only are the grades of all athletes above those of the general school average, but in most places those athletes engaged in the so-called endurance sports, lead the field scholastically. You will meet and make many new friends and all in all there is much for you to gain."

"At the same time—once you start—there are certain obligations and things expected of you. We expect you to be regular in attendance, never miss a practice without first contacting the coach—directly or indirectly. We do not want any fair weather athletes; in other words, every boy in this program reports regularly despite rain, shine, snow, cold, etc. We expect you to keep us informed as to your progress—talk it over with us regularly. Do not depend on us to do this for we are running a program of many events involving many many others."

"Now, if you wish to proceed under those conditions, let's get started!"

"Upon getting a locker and securing equipment, you will spend the next two weeks on this program and during this period it will not be necessary to ask for the daily workout. It will be the same each day. At the completion of this two-week period you will report to the coach each day for the assigned workout he has planned for you."

"We would like to have you spend thirty to forty minutes each day for the next two weeks just running and walking. Run at a pace faster than a jog yet far from a sprint pace (the coach should observe and advise the proper pace). Continue this run until you begin to feel a bit fatigued. Then go on for about another 100 or 150 yards



Charles Beethan, Ohio State half miler of a few years back, showing a rhythmic stride.

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—at the same rate. Then walk, and continue to walk until you have *almost* recovered—not quite—then repeat, etc. Run slightly beyond the point of fatigue, walk almost to the point of recovery, and repeat for about thirty or forty minutes.”

“During these next two weeks, while on this program, you will undoubtedly observe several stages. The first will be the sore muscle period—when every thing within you says—‘lay off until the stiffness and soreness leaves and then come out and start over.’ If you did this, you would never get there—it would be a repetition for the most part. Keep coming out during this period and you will find that it is very brief, usually only a day or so. When you have passed over the ‘sore muscle period’ you will notice that each day the running part of your workout becomes greater and the recovery or walking becomes less. You will be getting into condition.”

The above talk with a beginner is quite common with track coaches. It gives the boy an idea of what is expected of him—how it will happen, and it leaves him on his own to see it happen. This two-week period is necessary before starting a lad on the various workouts which will get him ready for competitive middle distance or distance running. *It is all too brief.* In fact, if we were to search for one real good reason why the distance runs in the Olympic games are not dominated by American boys, this brief period of *base conditioning* would come close to being the answer. In the Scandinavian countries where the greatest distance runners develop, we find that base conditioning is a matter of years not weeks.

While two weeks are a very very brief period to even associate with base conditioning, it is surprising how much can be accomplished during this period. Besides developing a *resistance to fatigue* and a *recovery from fatigue*, this is an excellent period to teach the boy items of running form.

Good Form for a Miler

The Stride: Good form in running means “*efficiency of effort, conservation of energy*” and a reduction in the many contributing factors which help produce fatigue. First of all a good stride should be developed—one wherein the runner seems to flow along with a relaxed rhythmic, space consuming, easy-looking full stride. A complete full stride not only *reaches out in front for a pull*, but it also is getting a *push from the rear* with the entire leg and foot extended to help bring this about. Many runners do not have such a stride. Some fail to get the foot down far enough in front to get a pull—these fellows usually put the foot down just under or back of the center of gravity of the body (usually the hips). Others fail to get a push at the rear, due to pick-

ing up the foot before the leg and foot have completed their extension. For some reason, most boys seem to have one or the other of these. It is not always an easy matter to acquire both the pull and the push (complete stride), although *anyone can get it in time*. Perhaps the quickest method of teaching this is by “imitation,” have the runner follow and imitate the stride of some “good” form runner.

Foot Action: The American style of distance running calls for the athlete to land on the ball of the foot (at the reach in the front part of the stride), and finish fairly well up on the forepart of the foot (at the completion of the rear push). It is my personal conviction that our present U.S. track shoes have the spikes placed too far forward for our boys to do this properly. Our shoes tend to cause our runners to run too high on the toes—like a sprinter, and this is one of those unnecessary contributing factors to fatigue.

European distance runners usually land farther back on the ball of the foot, or in many cases they land on the outside of the heel and *roll* up onto the ball of the foot. They all finish the stride at the rear push about the same as we do—fairly well up on the toe of the foot. Those of our boys who have tried both methods say that the *roll* is far less fatiguing. In either case, when a sprint is necessary (and it is in present day running) landing on the ball of the foot seems better and exponents of both styles use it.

Arm Action: For the most part, the arms should be carried so that a 90-degree angle is formed at the elbow. This angle should be maintained and should never vary with each stride. To bring this about, the entire arm swing is from the shoulder. The ideal swing for a miler during the entire run, except the sprint, is from slightly in front of the hips to a point about eighteen to twenty inches in front of the solar plexus or center of the chest. This swing should be forward and to the rear—not criss-cross. It should be as relaxed as possible (loose fingers and wrists help in relaxing the arms). At the end of a race when a sprint is attempted, or when fatigue seems to bring about a general withdrawal of good form, lower the arms and swing them with more drive (upper cuts); at the same time maintain your good running form (refuse to abandon it—hold onto it). This will pull you through in the best possible manner.

The Rope Climb: At the finish, when fatigue is most evident, one of the common results is a high arm action commonly referred to as “climbing the rope.” This rope climb, high style of arm action, is actually the result of the stride which has changed from being complete (both pull and push) to incomplete (just pull out in front as though clawing with the feet). It causes the runner to lose his forward lean and to lean backwards; hence the resultant arm action which is referred to as “the

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rope climb." Runners resent being called rope climbers and will work hard to correct it. Remember the correction goes back to the stride—a failure to complete the leg drive at the finish of each stride.

Body Lean: When the runner strides properly, he will have a slight forward lean. If his stride is too much on the "pull" (or claw in front) side he will tend to run erect or even with a backward lean. The correction here is to insist that the runner finish his leg drive, completely extend the leg and foot at the rear. If his stride is too much on the push (or drive to the rear) side, his body will have an exaggerated lean. The correction here is to insist upon the runner reaching out in front more so that his foot strikes the track just ahead of the center of gravity, usually the hips.

The Bounce: Body lean may oftentimes be affected by bounce or bounding. Generally when the runner has very little or no bounce in his stride, he is failing to complete the push at the rear, especially the foot extension. Obviously in this situation, the runner appears to be running low—sitting down—with erect or backward lean and "rope climb" arm action.

The opposite also holds true. When the runner has too much bounce, he is wasting energy propelling his body upwards rather than forward. Generally this is the result of not enough forward reach out in front at the fore part of the stride. It may result in the body lean being too forward. At best, it is a waste of energy.

There is a certain amount of bounce or bound in a good runner's stride, but it is mostly in a forward direction, not up. In fact, due to this bounce, the slow movie will show a brief interval between strides when the runner has no contact with the track. This is natural and proper. It is when the lack of contact with the track is not a brief interval that it is bad. Remember this axiom of running "Speed or forward momentum can only be brought about when the runner has contact with the track. When he loses contact with the ground, acceleration stops—he maintains what momentum he has or loses it."

The entire article above is a brief bit of very basic running knowledge which the beginning mile candidate should learn. It is a part of the early conditioning stage which includes knowledge of the above as well as the strengthening of the body.

The next stages of the learning process are far more interesting but should not be taught without the aforementioned prerequisites. Later items in the mile's curriculum include warm-up, second wind, tone-down, pace, strategy, types of workouts, fatigue (mental and physical) and how to offset it, diet, equipment, care of injuries, etc. Naturally since a coach is busy with other candidates in other events this teaching process covers a long period of time, oftentimes beyond the four years

(Continued on page 49)

THE ATHLETIC JOURNAL



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Some Problems In Coaching the T Formation

By Forrest W. England

Head Football Coach, Arkansas State College, State College, Arkansas

IN my opinion, the use of the T formation has not started to decline but is being used more extensively each season. Most of those who start using it want to mix it with other formations that they have been using. I started using the T formation five years ago and during the past season relied upon it entirely. To me this seems the only manner in which one can exploit all the benefits of it. When mixed with other formations the average coach finds it impossible to spend the time necessary on the problems that T formation offense presents.

Basic Ingredients of the T

The first problem of coaching the T, especially if it is the straight T lies in its simplicity. The basic ingredients for successful use of the T are: 1. Teaching fast starts and deception to your backs. 2. Intense work on downfield blocking. 3. One-on-one blocking in the line. 4. Optional blocking assignments for in-line blocking and blocking against line-backers.

Deception

To reach maximum efficiency, greater emphasis must be placed on the teaching of deception than on any one other phase of football that I know. Backs must be sold on their need for deception to the point where they are disciples of it. From the first day until the last the coach must demand the best the backs have in acting and faking. It almost reaches the point where players are likely to think the coach a "nut" on it. On fake hand-offs into the line we ask our backs to pretend they are taking the ball exactly as if they were actually taking it. Start fast, cover the empty hand of the quarterback with the inside arm over the ball and the outside arm under it. By looking at our quarterback's wrists at half time we can see if he is doing his part in the faking. If they are red and almost bruised we know well that his empty hand has been placed in the abdominal area of backs driving into the line. The back who is faking to get the ball should add to his deception by noticeable arm movement on his second step as he covers the quarterback's empty hand. He should yell at the same time, "I got it," and the hand on the far side from the quarterback should slap his own

FORREST W. ENGLAND moved to his present position from high school ranks several years ago. He is an authority on the T formation and will lecture at four coaching schools this summer. He estimates he has answered over a thousand inquiries from previous articles.

belly producing a thud as though the ball were being placed there. Upon shooting on through the hole, the back should run low and cut back making sure that his arms are encasing an area large enough to actually possess the ball. It does no good for him to have his hands and arms close to the chest or body. When the far side halfback or fullback is faking to carry the ball on an end run, he must actually reach for the ball and pretend to be putting it on his outside hip, running with his inside shoulder lowered to conceal a ball that isn't there. In T formations the faking backs who run but a few steps, stand straight up and look back to see whether or not the actual ball-carrier shooting into the line has made a gain, offer little in the line of deception to aid their attack. After quarterbacks have actually handed off to backs shooting into the line, they must go on through at full speed with their fake to pitch the ball out laterally and follow this fake up with still another fake pretending that they are actually carrying the ball off-tackle. This is necessary in the straight T. In the man-in-motion T the quarterback must lustily act like a determined passer fading back after he has handed off. Many straight T teams greatly lessen their deception by allowing the quarterback to bow or dip back into the backfield away from a line that is close to, and parallel to, the line of scrimmage. I ask that our quarterback never get farther from the line of scrimmage than three feet. To fail in teaching the simple art of deception is to make it impossible to do effective one-on-one blocking against opponents of equal ability. Therefore, the first and foremost problem in coaching the T lies in teaching backs to become disciples of deception. To teach deception requires real teaching and long hours of practice. Advantages the coach has in teaching deception are: 1. Players like to fool their opponents. 2. Deception is fascinating to players.

Downfield Blocking

Successful use of the T demands extreme concentration on downfield blocking. The basic philosophy of the T is that once the ball-carrier clears the line of scrimmage, he has as many team mates to take him to the goal as there are defensive men to threaten him. Here again the coach must be able to convince his players that blocking is just as important as blocking of the defensive tackle or line-backers. Boys coming into college who have played power-type football are seldom as conscious of the importance of downfield blocking as those schooled from their first lessons on proper T formation coaching. The average boy reasons as follows—When I block in the line that is important because we make yardage, lose yardage or break even on my in-line blocking. What is the difference if the safety or halfback did stop our ball-carrier, we still made a nice gain? The players must be convinced that the successful T play goes all the way, that we are shooting for first downs, that once the ball-carrier clears the line of scrimmage he is not on his own but that the distance he goes depends on his downfield blocking.

It is easier to cross the goal line in one play when the play originates from outside the opponents' twenty-yard line. I think that 75 per cent of the battle in teaching downfield blocking is convincing the players of the great need for and the importance of it. We attempt to have all of our linemen downfield on every play. Weak-side linemen go with the snap on a running play to block ahead of the ball-carrier. Strong-side linemen block in the line and hold their blocks for two counts (one thousand one, one thousand two) then immediately trail the ball-carrier for a possible lateral outlet. To me the greatest improvement in offensive football during the last few years has come as the result of the ever-ready attempt on the part of the ball-carrier to lateral to a trailer. I know this maneuver on the part of our opponents has given me many cold chills. In fact, I have reached the point where I would rather have a trailer following closely behind the ball-carrier as he approaches the safety man than have the ball-carrier led by a blocker in front of him with no trailer. Of course, the ideal

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that we are striving for on every play is to have the blockers in front and the lateral outlets close by. Reserve strength plays an important part in using this style of play because all linemen are making downfield runs on every play and it does have a tiring effect. Another benefit in downfield blocking when the strong side end is used to block the defensive halfback on end runs is that the defensive back never knows whether the play is going to be a run or a pass. No longer can coaches safely tell their defensive halves to watch the end, "If he blocks in the line, come up, it is a running play, and if he comes downfield it is a pass."

In stressing downfield blocking I always give those assignments out when teaching a play first. This rather lets the players know that these are first and foremost. Too often coaches give every other assignment first and after almost forgetting say, "Oh yes, Johnny, you get the safety." All downfield blockers must thoroughly understand the proper path to take to get to their man. We stress that you should never run straight at him but always figure on the pull of the play and then come back to meet him as he comes to the ball-carrier. Some coaches may refer to this style of blocking as "Peel back blocking." The blocker must be taught to sprint to his target. He should be careful not to aim the block too low. We call our downfield block a spiking block. The players must never allow their opponents to recover and still get the ball-carrier. I have found that one of the chief difficulties in downfield blocking is making the block too far in advance of the ball-carrier, giving the defensive back a good chance to recover and still get the tackle. With the defensive backs playing as close as they do nowadays, it is easy to make the downfield block too soon.

Optional Blocking Assignments

The coach who is first using the T as well as those who have used it for some time find a necessity for the use of optional blocking assignments in line play and on line-backers. When the defense presents the six-two-two-one pattern there are constant variations and changes in the pattern being presented from down to down. Some of the variations are as follows: 1. Tackles in tight and line-backers wide. 2. Tackles wide and line-backers inside tackles. 3. Tackles average with line-backers close to and directly behind the tackles. 4. Still other coaches present a gambling overshifted 6-2-2-1 defense spaced as a five or seven-man line. Of course, we also meet the 5-3-2-1 and the 4-4-2-1. We also meet various patterns of the seven-man line. In this discussion I am only concerned with the various arrangements of the 6-2-2-1 defense. On the hand-off play from the quarterback to the right halfback that hits inside the defen-

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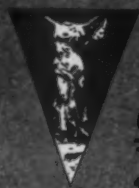
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Diagram 1 where the tackle is positioned wide and the line-backer is positioned inside the tackle.

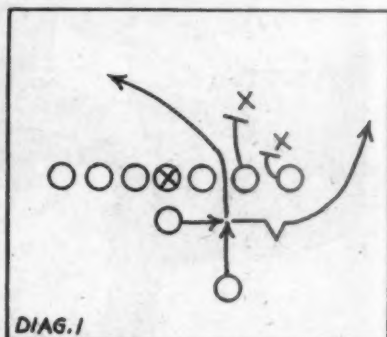
Diagram 2 shows another method to handle a tackle setting wide with the line-backer inside. Have the end cut behind the tackle to block the line-backer. I have never been successful using this method since it invariably slows our halfback. For the same reason I have not been able to use cross-blocking. It is too slow for quick-opening plays on the straight hand-offs. All of our plays have the straight hand-off threat.

In Diagram 3 when the tackle is wide and the line-backer does not play too far inside, the offensive tackle blocks the defensive tackle while the end goes straight for the line-backer.

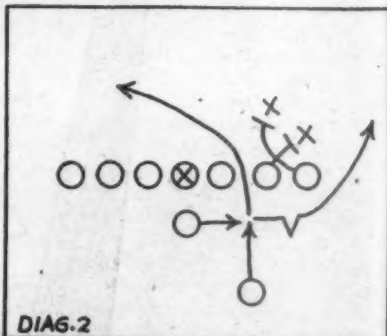
Diagram 4 demonstrates the option necessary to run the inside tackle hand-off when the defensive tackle is positioned in close and the line-backer is positioned wide.

Diagram 5 demonstrates the option necessary when the strong-side quarterback in our offensive line gives the signal that tells our backs to run the wide hand-off that cuts outside the defensive tackle.

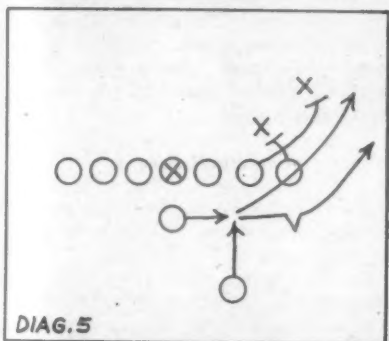
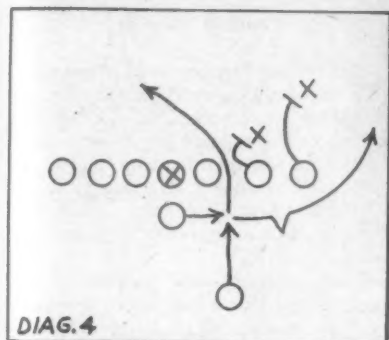
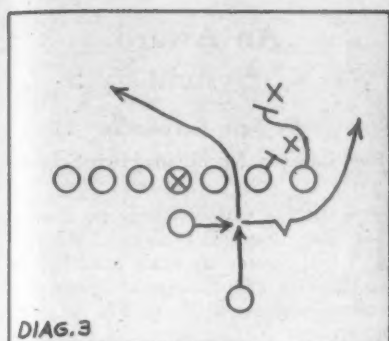
The only rule I have for our offensive line spacing is, "Make it easy for yourself." Sometimes our line may be tight, sometimes loose. All that our offensive linemen want to know is, "Will the defense jockey with us or will they stay put and evenly spaced?" As soon as we have that answer the movements necessary to get the best



DIAG. 1



DIAG. 2



blocking angle are evident. We spend almost as much time in teaching our men how to gain position for a block as in teaching blocking itself. On each side of our offensive line I make the best thinker of our two outside linemen, namely the tackle or the end, the quarterback for that pair. By well-hidden signals he decides whether he will block the tackle and the other man should take the line-backer or whether it will be done in the opposite manner. Once a hand-off play has been called, he also gives the signal as to whether the hand-off will go inside the defensive tackle or shoot outside the defensive tackle.

These are but a few of the problems the T formation coach must get his boys to solve when playing against the six-man defensive line. There are others to be solved when meeting other defensive patterns. It is a far cry from my college days when we saw but one type of defense all season. The day is here when the huddle is of little more use to an offense than a sort of pep meeting before each play.

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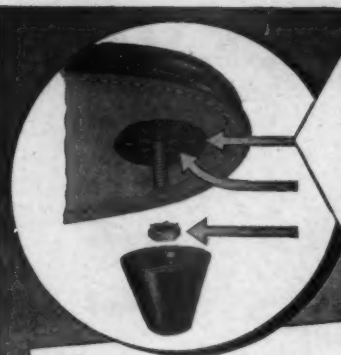
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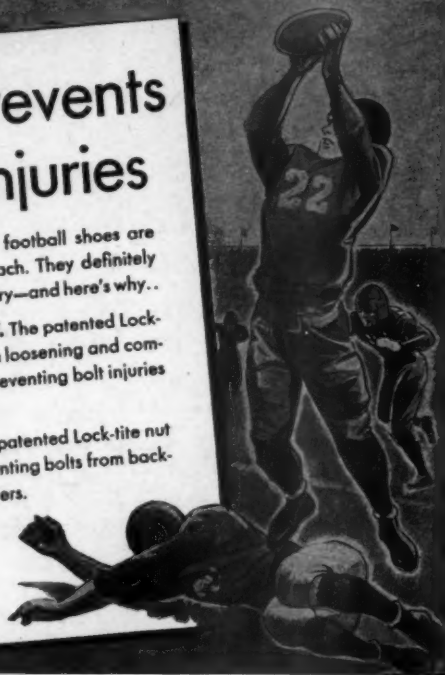
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An Award System

By Sam Ketchman

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FOR the various sports we have a definite system of awards. All athletic awards are made according to the following minimum qualifications plus recommendations of the coach of the sport involved.

Football Awards

Major Letter—A boy must play a minimum of four full quarters or time equivalent of the varsity schedule.

Reserve Letter—(a) Any varsity member playing less than four full quarters of the varsity schedule. (b) Reserve squad members playing a minimum of four full quarters or time equivalent of the reserve football schedule.

Service Awards—Any member of the football squad who has played less than four full quarters of the reserve football schedule and has faithfully attended all practice sessions. The service awards will be made to all freshmen who, upon recommendation of the freshman coach, have met with all the game and practice requirements.

Basketball Awards

Major Letter—Any boy must play a total of fifty minutes or play in at least six varsity games.

Reserve Letter—Any player falling short of either of the above but who has been a member of the varsity squad for the entire season, will be awarded a reserve letter. Members of the reserve squad must play a total of fifty minutes or play in at least six reserve games to qualify for a reserve letter award.

Service Award—Any player falling short of either of the above but who has been a member of the reserve squad for the entire season, will be given a service award.

Golf Awards

Major Letter—A boy must qualify for the state finals. Members of a four-man team qualifying for the state finals receive a major letter. Any boy being medalist of the regional.

Minor Letter—Any boy competing with a first foursome in one match but who does not qualify for the state finals.

Reserve Letter—A member of a second foursome competing in at least one match during the season.

Wrestling Awards

Major Letter—A boy must earn a mini-

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AUGUST 25-30

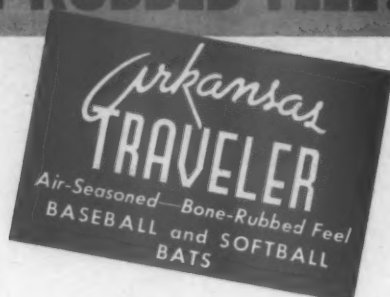
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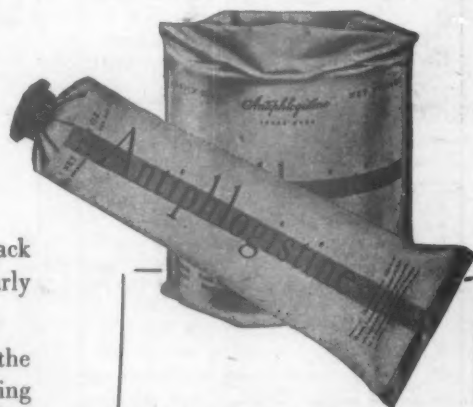
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mum of eight points during the season. Points are made as follows: 1 point for making the varsity squad for each match; 2 points for winning a match by points; 3 points for winning a match by a fall; 1½ points for a draw.

Reserve Letter is given to all candidates who have faithfully attended all practice sessions and have not made the necessary points for a varsity award.

Service Award—All candidates who have faithfully attended practice sessions and have not made any points during the season.

Baseball Awards

Major Letter—A boy must play one complete game or a minimum of ten innings of the varsity baseball schedule.

Reserve Letter—Any member of the varsity squad playing less than ten innings of the varsity baseball schedule. Any member of the reserve squad playing a minimum of one full game or the equivalent of one inning per number of games played.

Service Award—Any member of the baseball squad who has played less than ten innings of the reserve baseball schedule and has faithfully attended all practice sessions.

Track Awards

Major Letter—awarded on the following basis:

The athlete must get five points in a dual meet with a school of our class or a higher class, that is, Class A. Points scored against a Class C school are to count toward a season's total; or the athlete must get ten or more points in a single season; or the athlete must place in a regional meet, or a meet that approaches it in quality of competition, such as the Albion Invitational; Central State Relays, etc. Places scored by relay teams will automatically place all members, or, a major award may be made to seniors who have been out for track their last three years, or who have been competitive members of the team for their last two years.

Reserve Letter to be made to athletes who fail to meet the above requirements, but who have earned one or more points in competition.

Service Award—To be made to all others who fail to meet the above requirements, but who have remained out for the entire season.

Tennis Awards

Major Letter—A boy must demonstrate satisfactorily the following: Competitive spirit; attitude (toward sport, training, team mates, opponents, coaches and school); improvement (making an effort to improve); attendance (practice and matches).

In addition to the above, a player must earn a minimum of six points.

<i>Singles</i>	<i>Points for winning match</i>
1	5
2	4
3	3
4	2
5	1
<i>Doubles</i>	
1	3
2	1

Winning a match in a regional or state tournament entitles a player to three points and winning a final match in either of the above, entitles a player to five points.

To win a letter, a player must be a member of the team at the end of the season and in good standing in the school.

Reserve Award—Any player who has failed to make the necessary points for a major letter, but who has scored at least one point during the season, and has attended all practice sessions faithfully.

Service Award—Any player who has not scored any points but who has attended all practice sessions faithfully during the season.

Managers' Awards

Major Letter shall be presented to a boy who has served faithfully as a manager for three years.

Reserve Letter shall be presented to a boy who has served faithfully for at least two years.

General Policy Regarding Awards

A boy receives only one varsity letter per year for all sports. A certificate shall be awarded for the varsity letter after a boy has earned his letter in another sport.

A boy receives only one reserve award for all sports while in high school.

A boy receives only one service award for all sports while in high school.

Any senior athlete who has been out for a major sport for three consecutive years and upon recommendation of the coach, shall receive a major letter, providing that the boy has not won a letter.

Starting a Distance Prospect Out For Track

(Continued from page 38)

a boy is in school.

The main purpose of teaching a boy these things is so that he will know *what to do and what to avoid*. "Hard work" will not necessarily result in success—it must be "proper work." A boy's mental and physical capacities determine how much the coach can do with him. *It certainly varies.*

for MAY, 1947

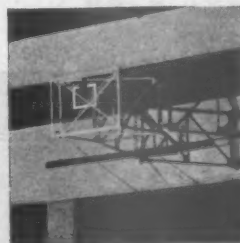
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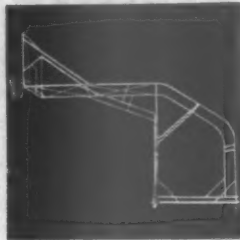
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DUNLOP

**Competition at the
Grade-School Level**

(Continued from page 32)

portance. Not only does the proper kind of equipment serve as a protection against injuries to the athlete but it also has a great psychological effect upon him. When a boy reporting on the first day of practice is issued poor, shoddy equipment, he is definitely disappointed in having to take old and obsolete equipment. Take two teams of nearly equal abilities in any sport and fit one team of boys with adequate equipment, including game uniforms, and the other with old and obsolete equipment, it is my guess that the well-equipped team will prove themselves to be the superior. The team that is being supported and given the best will strive to uphold the honor and support given to it by the school and coach.

Equal in importance is the full support of the school administration to the athletic system. It must co-operate with the coaches and morally support the boys. Athletics at the grade school level tend to serve as a solution of many of the discipline problems that are a constant plague to the administrators. The school faculty can do much to help athletics become a success. Many faculty members cannot comprehend the value that athletics offer to the boys who participate; faculty members should accept athletics as an important phase of a boy's school life and be able to discuss athletics with the boys. It is my belief that more interest could be created in the much-needed academic courses if the teachers of those courses would lend their inspiration to a boy's interest in athletics.

NOTICE

WHEN John Core, the originator of "Five Star Track Event," first showed us his unusual and dependable scoring system, we were impressed because we saw in it a means of increasing track interest as well as assisting the coach in selecting his track material. There have been numerous cases of this type where track coaches have uncovered track material from physical education classes and also many instances of where boys have been found to be competing in events for which they were not as qualified as for some other event.

When we were told that Core was going to tabulate results of the Five Star 100 Club Track Meet, we immediately asked for permission to report the results. It will not be possible to get the results in time for the June issue as many schools will not run their final competition until after the issue goes to press. In order to permit more schools to enter their statistics, the closing date was advanced to June 30. The summary will appear in the September issue.

Please forward results direct to John T. Core, 1224 West Broad Street, Richmond 20, Virginia. The results should be most interesting and beneficial to many. It should serve as a good follow-up to the Track Meet which appeared in the February issue.

An Analysis of Visual Aids in Physical Education

(Continued from page 26)

the classroom teachers to accept these different techniques and with their assistance (1) accomplish new miracles in teaching, (2) establish a higher, more secure professional status, and (3) develop within our pupils the mental and physical prowess necessary for them to emerge and succeed in the complex world-community of tomorrow.

To the Editor

(Continued from page 6)

one of his basemen drops the fly to "fox" the fellow on first. Ghee says the batter is out whether the fly is caught or not. He says he won a championship on that play. If so, I do not know what the umpires were doing. I definitely remember the rule stating that first and second or first, second and third must be occupied with less than two outs for the infield fly rule to apply.

"I call this to your attention because it is a difficult rule to get the kids to understand and if they read this article it makes it twice as hard.

"I do not mean to be critical as I always enjoy your fine Journal as do my boys. We appreciate our library copy."

ED HOPKINS

Lindenhurst Public Schools
Lindenhurst, New York

Sirs:

"In the article, 'Pop-Ups or Blow-Ups,' by Charles E. Ghee in your February issue, it appears to me that the explanation of the infield fly rule is a little confusing.

"I refer to the paragraph where the author refers to the situation, 'no one out, man on first, the batter hits a high infield pop-up.' The rule says that the batter is out whether or not the fly is caught.

"Of course, the author means that second must also be occupied, but his article did not make that clear."

JOSEPH F. GARRITY
Norwich University
Northfield, Vermont

Charles Ghee should have said, "Take an infield fly situation (that is with first and second, or first, second and third occupied before two are out)—no one out, the batter hits a high infield pop-up." The rule says, "The batter is out, etc."—Editor.

WENTWORTH MILITARY ACADEMY COACHING SCHOOL

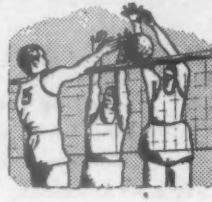
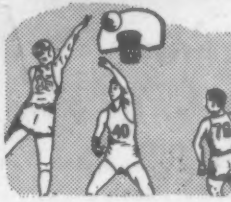
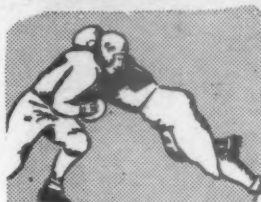
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Basketball Technique

(Continued from page 18)

substituted and assigned wisely to fullest advantage.

The team for the second year in a row has relied on the "give-go" style of offensive play. Dermott O'Connell, their set shooting ace, who was deadly from the corners stole several Oklahoma dribbles and passes to initiate some fast breaks. Fast breaks were interspersed with the "pass-and-cut" game that is used when the defense checks back well. At the start of the game Kaftan, a great rebounder and one-hand hook shooter played the slot while the other four men worked the weave. The defense dropped off some so O'Connell hit a few from the corners to bring them out and thus make pass-and-cut plays easier to operate.

Oklahoma face-guarded quite a bit during the game so the "savvy" Cross players pulled three or four splendid "dummy" plays to capitalize on this weakness. O'Connell did this very successfully against Paine.

Diagram 46: Paine face-guarded O'Connell under the basket. Kaftan gave O'Connell a lob pass and he pulled the "dummy" play on Paine whose back was to the ball.

Diagram 47: O'Connell bounce-passed into Kaftan and faked an outside cut. His man erred in watching the ball so O'Connell changed direction, took a return bounce pass and scored.

Diagram 48: Some of Holy Cross' double-pivot plays are shown in Diagrams 48 and 49. One fed 2 who fed Kaftan and set an inside screen around which Kaftan dribbled for a one-hand hook shot.

Diagram 49: O'Connell fed Oftring and he and 3 scissored around Oftring. Oftring returned his pass to O'Connell who scored on a set shot.

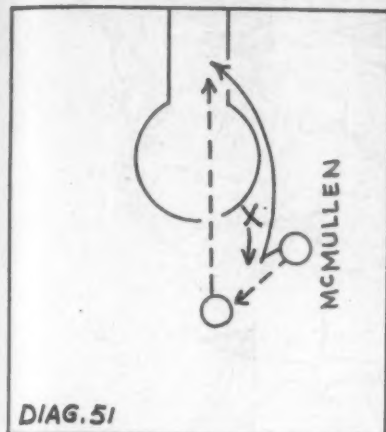
Diagram 50: Curran dribbled to the free-throw line, stopped while O'Connell cut first around him and McMullen cut secondly. As the defense switched, he fed McMullen who drove in for a lay-up.

The Holy Cross team put on a wonderful exhibition of "freezing" the last three minutes. Their talents at handling the ball, moving deceptively and shrewdly, enabled them to withhold the ball without interference by Oklahoma, until McMullen capitalized on his man's overplaying him. He took a bounce pass from a teammate as he changed direction behind his man and thus obtained a clear position under the basket. Diagram 51 shows the play that clinched the game.

Holy Cross out of its five-man weave in stalling worked the play as shown in the diagram. McMullen passed out, started as if to follow his pass out, saw his man overplay so changed direction to the rear of his man and took the return pass for a shot and the score.

Holy Cross talked it up well on defense,

switched adroitly and played a "heads-up" game throughout. It deserved to win and since most of its personnel returns next year it will be a tough opponent for whomever it meets in the 1947-48 season.



DIAG. 51

from here and there

(Continued from page 8)

The forty-fourth high school coach which we have reported this year to go into college ranks is E. O. (Doc) Hayes who goes from Crozier Technical High School in Dallas to the position of head basketball coach and assistant football coach at Southern Methodist . . . Dick Hitt goes from Mississippi State College to Wyoming to assist Bowden Wyatt . . . Bernie Friberg, former major leaguer, and more recently baseball coach at Saugus, Massachusetts, High School goes to Swampscott, Massachusetts, High School in the same capacity succeeding Warren Morton . . . The United States Rubber Company recently conducted tests in which eggs, dropped from a hundred-foot building onto a new rubber matting devised by the company, survived the fall without the slightest crack. Company officials are thinking of using this material on football helmets.

A WELL-KNOWN Episcopal boys camp in Michigan is looking for a high school or college athletic director or coach to serve as director of the camp this summer. Primarily interested in a coach from the Chicago area. Those interested should contact R. W. Stafford, 2020 West Montrose, Chicago, Illinois. . . Sam Francis will bring back the old Dana Bible single wing to the Big Six. Sam was released from the army with the rank of lieutenant colonel to take the Kansas State job. . . That same conference for our money has the youngest head coaches of any conference in the country. . . Jink Simons at El Reno, Oklahoma, High School was a star back with the old Providence Steam Rollers.

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See Advertisement, Page 24
- 2 **ALABAMA, UNIVERSITY OF**
University, Alabama, August 27-30
H. D. Drew, Director
Staff: University of Alabama staff.
- 3 **BETHANY COLLEGE**
Bethany, West Virginia, August 11-15
John Knight, Director
Staff: Bob Higgins, "Red" Drew, Leo Patton, All Star Game.
See Advertisement, Page 32
- 4 **COLORADO HIGH SCHOOL COACHES ASSN.**
University of Denver
Denver, Colorado, August 18-22
N. C. Morris, Director
Staff: Glenn Holmes, James Yeager, John Hancock, Ed Smith, Bert Hitt, Clyde Gelwick, John Pudlik, Merion Crawley.
See Advertisement, Page 32
- 5 **COLORADO, UNIVERSITY OF**
Boulder, Colorado, June 12-July 17
Harry Carlson, Director
Staff: University of Colorado Coaching Staff.
- 6 **CONNECTICUT UNIVERSITY COACHING CLINIC**
Storrs, Connecticut, August 25-29
George Van Bibber, Director
Staff: University of Connecticut Coaching Staff, Herman Hickman, George Munger, Paul Bixler, and Lou Alexander.
See Advertisement, Page 37
- 7 **FLORIDA, UNIVERSITY OF**
Gainesville, Florida, August 25-30
Ray Wolf, Director
Staff: Ray Wolf, Ted Twomey, Buster Brannon, Paul Severin, Sam McAllister, Percy Beard.
See Advertisement, Page 46
- 8 **FREMONT COACHING SCHOOL**
Fremont, Michigan, August 25-27
L. J. Gotschall, Director
Staff: Adolph Rupp, Buck Read, Marion Crawley, William Robinson, Frank McIntyre, Jack Heppinstall, George Du Four, Forrest England.
See Advertisement, Page 37
- 9 **GEORGIA COACHES ASSOCIATION**
Atlanta, Georgia, August 14-20
Dwight Keith, Director
Staff: Carl Snavely, Paul Bryant, J. B. Whitworth, Drane Watson, Dickey Butler, Cliff Kimsey, Jeff West, Clair Bee, Georgia tournament winners, Eddie Wojecki.
See Advertisement, Page 49
- 10 **ILLINOIS COACHES ASSOCIATION**
Champaign, Illinois, August 18-22
Norman A. Ziebell, Director (Morton High School, Cicero)
Staff: Howie Odell, Ray Eliot, Ernie Godfrey, Bud Foster, Burt Ingwersen, Ray Duncan.
See Advertisement, Page 53
- 11 **INDIANA BASKETBALL COACHING SCHOOL**
Logansport, Indiana, August 18-20
Cliff Wells, Director (Tulane Univ., New Orleans)
Staff: Ed Diddle, Ev. Case, Cliff Wells, Cabbey O'Neill, C. R. McConnell, Frank Barnes.
See Advertisement, Page 6
- 12 **IOWA HIGH SCHOOL COACHING SCHOOL**
Templar Park, Spirit Lake, Iowa, August 18-22
Lyle T. Quinn, Director, Boone, Iowa
Staff: Frank Leahy, Adolph Rupp, Bruce Drake, Roland Logan, another football instructor to be announced.
- 13 **KANSAS HIGH SCHOOL COACHING SCHOOL**
Topeka, Kansas, August 18-22
E. A. Thomas, Director, Topeka, Kans.
Staff: To be announced.
- 14 **LOUISIANA ASSN. COACHING SCHOOL**
Shreveport, Louisiana, August 11-15
J. P. Brochtel, Director
Staff: Red Sanders, Skip Palrang, Basketball Staff to be announced.
See Advertisement, Page 50
- 15 **NEBRASKA ASSOCIATION COACHING SCHOOL**
Lincoln, Nebraska, August 12-15
O. L. Webb, Director, P. O. Box 1028, Lincoln, Nebraska
Staff: To be announced.
- 16 **NEW YORK STATE BASKETBALL COACHING SCHOOL**
Hancock, New York, August 21-23
John E. Sipos, Director
Staff: Frank Keaney, Clair Bee, J. Birney Crum, Bunny Levitt.
See Advertisement, Page 44
- 17 **NEW YORK STATE COACHING SCHOOL**
Cornell, Ithaca, New York, August 25-30
Philip J. Hammes, Director (Proctor High School, Utica, New York)
Staff: To be announced.
- 18 **OHIO HIGH SCHOOL COACHING SCHOOL**
Canton, Ohio, August 11-16
J. R. Robinson, Director (Lehman High School, Canton)
Staff: Wes Fesler, Ray Eliot.
See Advertisement, Page 24
- 19 **OKLAHOMA ASSN. COACHING SCHOOL**
Oklahoma City, Oklahoma, August 18-22
Leo K. Higbie, Director (Classen High School, Oklahoma City)
Staff: To be announced.

20 PENNSYLVANIA STATE COLLEGE

State College, Pennsylvania

Inter-Session, June 10-27

Main Session, June 30-August 9

Post Session, August 11-30, August 11-September 20, September 2-20

Director, Summer Sessions

Staff: College faculty for all sports and physical education.

See Advertisement, Page 46 April Issue

21 RHODE ISLAND COACHES ASSOCIATION

Brown University Gymnasium, May 28-June 1

W. Kutweski, Director, Central H. S. Providence

Staff: Carl Snively, Herman Hickman.

22 TEXAS COACHES ASSOCIATION

El Paso, Texas, August 4-8

Bill Carmichael, Director, Bryan, Texas

Staff: Jess Nealey, Bo McMillin, Joe Davis, Adolph Rupp.

Frosty Cox, and others to be selected.

See Advertisement, Page 38

23 UTAH COACHES ASSOCIATION

Logan, Utah, August 25-30

Glen Worthington, Director

Staff: To be announced.

All star football game.

24 UTAH STATE AGRICULTURAL COLLEGE

Logan, Utah, June 9-13

Dick Romney, Director

Staff: Wallace Butts, Lee Patton, Utah State College Coaching Staff.

See Advertisement, Page 42

25 WENTWORTH MILITARY ACADEMY

Lexington, Missouri, August 12-15

Capt. Chink Coleman, Director

Staff: Don Faurot, Hank Iba, Wilbur Stolcup, Eddie Anderson, Cramer Brothers and staff of school.

See Advertisement, Page 51

26 WESTERN PENNSYLVANIA COACHES ASSN.

Edinboro, Pennsylvania, August 12-15

Arthur McComb, Director, Edinboro College

Staff: Stuart Holcomb, Tom Badies.

27 WISCONSIN ASSN. COACHING SCHOOL

Madison, Wisconsin, August 18-23

Harold A. Metzger, Director (Wis. High School, Madison)

Staff: Fritz Crisler, Harry Stuhldreher, Bud Foster, Dave MacMillan. Outstanding High School Coaches.

See Advertisement, Page 48

28 WISCONSIN, UNIVERSITY OF

Madison, Wisconsin, Summer Session, June 23-Aug. 15

Dean of Summer Sessions

A summer course in athletics and physical education for men and women.

See Advertisement, Page 60, March Issue

The following were received too late to be included in the map

ARKANSAS STATE COLLEGE

Jonesboro, Arkansas, August 7-9

Forrest W. England, Director

Staff: Outstanding High School and College Coaches to be announced.

COLBY COLLEGE COACHING SCHOOL

Waterville, Maine, June 12-14

Ellsworth W. Millett, Director

Staff: Howie Odell, Colby College coaching staff.

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Lincoln, Nebraska

Short Session June 16-July 23

Long Session June 16-Aug. 8

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See Advertisement, Page 45

NEW MEXICO COACHES AND OFFICIALS ASSN. COACHING SCHOOL

Albuquerque, New Mexico, August 18-23

Elwood Romney, Director (208 First National Bank Bldg., Albuquerque, New Mexico)

Staff: Hank Iba, Robert Dowell, Chuck Hyatt, Ralph Bowyer, Eddie Anderson, Pete McDavid, George Sauer, Aulton Durham, Frank Cramer plus all-star football and basketball games.

See Advertisement, Page 51

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MAY, 1947

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- ☐ Catalogue
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- ☐ Catalogue

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- ☐ Information ☐ Name of nearest Riddell dealer for coaching aids
- ☐ Information on Compresso-lock ob-long detachable cleat
- ☐ Information ☐ Name of nearest Keds dealer

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- ☐ "Athletic Injuries" booklet
- ☐ Information on V-Front Supporter
- ☐ Samples and prices. Age range of students.....to.....
- ☐ Information on SR Tape

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Volt Rubber Corp., Cover 3

- ☐ Catalogue & Illustrated price list

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- ☐ Information

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- ☐ See listing under Tennis
- ☐ Information on Mari-model Glass Banks and Backstops
- ☐ Catalogue on mats, boxing rings and training bags
- ☐ Free booklet "Pointers" on Boxing
- ☐ Information on Nissen Trampoline

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- ☐ Aptitude Test

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 McLaughlin Millard, Inc., 45 ☐ Catalogue on the Adirondack Line of Bats
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 Southwest Mfg. Co., 47 ☐ Information Arkansas Traveler Bat

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